

# Hawkswood Secondary Therapeutic School



## Self-Evaluation Summary

### Context

Hawkswood Secondary Therapeutic is a 20 place therapeutic provision for pupils with tier 2 and tier 3 mental health needs, with a 6 place SEMH provision for pupils with EHCP's. Pupils attend the school from mainstream settings across the London Borough of Waltham Forest and beyond. The school offers spaces to neighbouring boroughs where there is no suitable provision locally to meet the needs of the child.

The school offers a 20 week placement which aims to support young people to understand and manage mental health and associated barriers to learning. We have a small specialist team who work closely to support mainstream colleagues to develop strategies, knowledge and understanding of how best to support the child's needs, enabling them to reach their full potential and return back to mainstream school.

Due to the nature of a disrupted school experience, pupils enter the provision with gaps in knowledge and understanding, many pupils also have significant difficulties with their social, emotional and mental health.

### Autumn Term 2022 data

Percentage of the school receiving pupil premium:	<b>29%</b>			
Percentage of the school with EHCP's:	<b>21%</b>	In Progress:		<b>18%</b>
Percentage of the school with EAL:	<b>4%</b>			
Percentage of the school Boys:	<b>18%</b>	Girls:	<b>64%</b>	Non-binary: <b>18%</b>

### Ofsted

The schools last inspection was in October 2017, where it was judged **Good in all areas**. Key issues raised from the last inspection were:

- Work more closely with local mainstream schools to create a network of local providers that responds to current and predicted needs, and maintains successful re-integration

### Staff turnover

Until December 2019 staffing has remained relatively constant, due to a financial restructure in 2020 and a change in the operational methods of curriculum delivery, there was 62% staff turnover and a new leadership team, shared with Hawkswood Primary, replaced the previous leadership team. In January 2021 the school moved away from on-line learning through a remote virtual learning platform to face to face live teaching. The current teaching staff have been in place for 12 months. The Deputy Headteacher who has been at Hawkswood for a year will go on maternity leave for 1 year in October 2022.

### Budget

The school carries a historical financial deficit. School leaders have successfully managed current budgets and despite the historical deficit have achieved a surplus budget in the last financial year and project a surplus budget for the next three years.

Following a recent, independent review it has been recognised that places are and have been significantly underfunded for a number of years. The school has worked with the LA and schools forum to address the shortfall in funding, which has been increased to £23,000 (just below the London average) per AP place

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### ***Ofsted***

The schools last inspection was in December 2017, where it continued be **good**.

Next steps for the school in the December 2017 inspection:

Leaders and those responsible for governance should ensure that:

- Systems are put in place to measure pupils' progress in managing their own mental health and well-being.

## Examination data

Historically, children who attend Hawkswood Secondary stay for for some or all of Year 11 and sit their GCSE's at the school. They typically perform better

Hawkswood Secondary School PRU 2021 GCSE and equivalent results	Waltham Forest AP * (2020)	National Average AP ** (2020)	Hawkswood Secondary 2021	Hawkswood Secondary 2022
<b>Year group / (number in cohort)</b>				<b>6</b>
% of pupils who achieved 9-4 Eng & Maths	22.3%	10.5%***	50%	50%
% of pupils who achieved 9-1 Eng & Maths	Not available	Not available	100%	100%
% of pupils who achieved 9-4 Eng		30.1%	50%	100%
% of pupils who achieved 9-1 Eng		94.6%	100%	100%
% of pupils who achieved 9-4 Maths		28.6%	71.4%	50%
% of pupils who achieved 9-1 Maths		94.1%	100%	100%
% of pupils who achieved 5+ 9-4 or equivalent GCSE grades inc. Eng % Maths			28.6%	50%
% of pupils who achieved 5+ 9-1 or equivalent GCSE grades inc. Eng % Maths			100%	50%
Art 9-4		49.1%	100% (1 pupil)	67%
Art 9-1		93.4%	100%	100%
Combined Science 9-4		27.6%	28.6%	60%
Combined Science 9-1		94.8%	100%	100%

thank pupils in other AP settings. Historically pupils perform better in English and less well in Maths and Science. We are using our catch up finding to offer additional Science and Maths catch up in order to remedy this.

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20> - published 26 November 2020

\*[KS4 local authority alternative provision data](#)

\*\* [KS4 GCSE subject alternative provision data](#)

\*\*\* [KS4 national data](#)

## **Self Evaluation:** Quality of Education – Judgement: Good with outstanding features

### **Supporting Evidence**

#### **Intent**

- All leaders and staff have a shared vision of a curriculum that is intent on delivering knowledge, skills, attitudes, character and experiences that our pupils require to be successful and progress back into mainstream school, suitable AP or post 16 provision.
- All staff are motivated to deliver an offer that will enable all pupils to take advantage of the opportunities, responsibilities and experiences of later life.
- Curriculum development in recent years has been driven by the desire to meet the needs of the evolving cohort. This has included focusing on delivering a face to face curriculum which develops knowledge and skills to allow for all pupils to maximise learning, and personal development.
- Curriculum review, and subsequent improvements in curriculum design, have allowed for the standard of outcomes to be maintained at a good level, in some subjects progress is exceptional. This continues to develop to meet the changing needs of different cohorts. The curriculum promotes personal agency and engages pupils in their learning.
- Staff have excellent subject knowledge across curriculum and SEMH outcomes that are considered through the curriculum and are able to develop and share a curriculum intent that meets the needs of all our pupils and enables them to thrive.

#### **Implementation**

- The curriculum has been developed so that its implementation is accessible to all and supports pupils to take advantage of the opportunities, responsibilities and experiences of later life.
- The curriculum offer is designed to develop the skills that will support pupils to make rapid progress and be more able to succeed in the next stage of their educational journey.
- Curriculum offer is inclusive and aspirational promoting life skills, growth mindset, values, personal development, academic achievement and cultural capital
- Schemes of work allow for effective lesson planning. As a result, curriculum implementation is effective in meeting the needs of all pupils. This allows accelerated progress for all groups of pupils.
- Lesson observations and work scrutiny cycles are in place. Leaders and staff carry out SLT and peer lesson observation, pupil voice, assessment, book looks, learning walks and subsequent CPD opportunities (and time) are in place to support known and emerging needs of staff in delivering quality first teaching.
- Staff and pupils use a holistic assessment framework which enables staff and pupils to agree ambitious targets for learning and personal development.
- The Marking and Feedback Policy is implemented, and staff are developing its consistent use. Where inconsistencies have been noted, staff are supported to quickly address required actions.
- Work scrutiny highlights that all teachers are good at using assessment and giving informative feedback, although this is currently inconsistent in Maths. This supports pupils' understanding of how they are performing and how they can improve further. There is some evidence that pupils use this information effectively to support further learning and progress.
- All teachers differentiate lessons and set work that is appropriate to individual pupil ability. Support and intervention is used effectively to maximise pupil access and learning.
- Learning Support Coaches and our extended support team provide precisely targeted support that has impact on the quality of learning and SEMH development. The range of support to meet the needs of our changing cohort is developing and evolving as new pupils with different needs join the school. We take a flexible and dynamic approach to how we support pupils and are committed to always being a learning organisation.
- We have a strong culture of achievement, teachers and staff set high expectations of pupils and support them to achieve this. High expectations are reflected in our examinations results and quality assurance reviews.
- Pupil Premium is used effectively to support disadvantaged young people. The effective use of this resource means that progress for this cohort is in line with the whole school cohort, regardless of their starting point. Reading interventions accelerate pupil outcomes in English.

- British values and Gatsby Benchmarks are weaved throughout the curriculum. PSHRSE is being embedded this year, to align with partner mainstream schools, which allows pupils to formally recognise their SMSC achievements during their placement. We recognise that due to long periods of absence from mainstream school, pupils may not have accessed essential RSE/HSB learning, while this will be included in the learning journey for PSHRE, we have 2 drop down weeks through the year where intensive learning takes place to ensure that essential RSE/HSB learning is accessed by all pupils. This ensures that regardless of the time of admission all pupils will receive RSE/HSB learning.
- Reading and Maths catch up is supported through specific interventions including precision teaching and accelerated reader. We have developed a brilliant library and pupils access library and personal study lessons where they are supported in developing reading for pleasure.
- Baseline assessments are currently being reviewed, by the end of the autumn term systems will be in place to carry out appropriate assessments within two weeks of a pupil starting at Hawkswood. Our assessment considers a wide range of attainment including both academic and holistic skills. Formal assessments are done half termly, to inform planning and personalised interventions for the following half term.

### Impact

The outcomes for pupils that attend HWS reflect effective implementation of a curriculum offer that supports positive access to learning and progress. For the academic year 2020-21 & 22 cohorts, these included:

- Twice the number of pupils Hawkswood achieved a good pass at GCSE than their AP counterparts in the previous year.
- Pupils from all groups, including those who receive Pupil Premium, have SEND or are disadvantaged achieve at similar levels to the whole cohort.
- Every pupil, who was referred back to a mainstream school in 2020/21 and 2022 are still in mainstream education.
- Lesson observations and work scrutinies give clear evidence of the effective teaching. External quality assurance supports the view of leaders that teaching and learning is good in all areas, outstanding in most.
- There is clear evidence that pupils, who are behind the levels of expected achievement begin to diminish the difference in their academic levels. Coming to Hawkswood begins a new trajectory in the commitment to learning and achievement. All pupils in 2022 achieved 9-4 grade in English which is an outstanding achievement compared to both AP and mainstream provisions.
- All pupils who left Hawkswood in 2022 went on to further education in mainstream settings.
- Pupils enjoy learning and are growing in confidence to share their stories.
- All pupils, including SEMH, aspire to reintegrate back into mainstream school or further education.
- All pupils develop a growth mindset during their intervention at Hawkswood Secondary.
- Pupils can articulate their learning and the tools that helped them learn. They can apply this in different settings and scenarios.
- 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.

### Areas for Development

- 1.1 The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs. The curriculum includes opportunity for PSHRSE, character and personal development. Where possible pupils connect with their mainstream curriculum.
- 1.2 Teaching, learning and assessment is effectively implemented. Assessment informs teaching and interventions in reading, writing and maths to ensure rapid progress in areas where there are gaps in knowledge and skills. Targets are clear and pupils and families know where they are with their learning. Where possible pupils connect with their mainstream curriculum.
- 1.3 Pupils achieve success and outcomes, commensurate to their needs. Vocational learning and certification form part of the enrichment curriculum. Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum.

## **Self Evaluation:** Leadership & Management – Judgement: Good with outstanding features

### **Strengths**

#### **Leadership**

- The Senior Leadership Team (SLT) leads by example and sets high standards in the pursuit of excellence. The ethos and intent for improvement is ambitious and is shared across the whole school. SLT drive the school forward with infectious positivity, enthusiasm and relentless determination
- Irrespective of a change in management in January 2020, leadership and management remains good. The current Headteacher was Head of Hawkswood Primary, the Deputy Headteacher was Assistant Headteacher at Burnside (our sister school) and the SENDCO is the shared Deputy and SENDCO from Hawkswood Primary. So there is fluidity and consistency in practices and expectations, which is underpinned with a relentless determination for continual improvement.
- British values, personal development and cultural capital outcomes are weaved through schemes of work and the curriculum which allows pupils to formally recognise their SMSC achievements during their placement.
- The 'holistic target tracker' supports pupils to reflect on and record developments relating to personal, social, cognitive, creative, physical skills and wellbeing. The school council are developing a skills and values based praise and rewards system to sit alongside our holistic target tracker, this helps pupils to manage their own wellbeing progress.
- Continuous professional development (CPD) is informed by research and self-evaluation. Training is driven by the desire to improve curriculum implementation and pupil outcomes. As a result, it is bespoke and effective at meeting specific and emerging needs. We work closely with mainstream schools and the local subject leader network to ensure that subject leaders have the opportunity to work with mainstream colleagues. This ensures that our curriculum has synergy with that of our mainstream partners.
- Performance management is used effectively to highlight teachers' specific areas for development and target improvement in these areas. A coaching model is in development to ensure that staff feel supported in their personal, self-directed area of school improvement.
- Records of pupil progress are detailed and reviewed half termly. Personalised intervention and support further promotes deep, embedded learning and helps to close gaps which have emerged, largely as a result of lengthy absences from mainstream school and in some cases SNED needs.
- Funding is used effectively for CPD and resources to accelerate school development and meet need.
- Visits and visitors enrich children's learning experiences, these include trips to the zoo, theatre and local hikes/woodland walks; visits from colleges, volunteer organisations such as the cats protections league and specialist speakers enhancing the PSHRSE curriculum.
- 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 mental health,' which in turn supports pupil's readiness for reintegration. They understand that Hawkswood's school expectations are in line with their mainstream school expectations. By the end of their placement pupils are ambitious about their next steps.
- Pupils have a variety of opportunities available to them to master new skills and knowledge and build upon existing skills and knowledge. Our personal development enrichment programme helps to close the gaps in the holistic skills that pupils have including resilience, perseverance, social interaction, problem solving etc.

#### **Culture of the school**

- 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.
- The curriculum is innovative and has been developed to support the needs of all the pupils that attend HWS. There is a clear focus on developing English, Maths, Science, Reading, Careers, Art and PSHRSE as well as knowledge, skills and attitudes that our pupils require to be successful and progress in society.
- Marking is accessible to the pupils, meaningful and feedback informs learning. Pupils take time to reflect on teacher's advice to improve their work and apply their learning in different ways.

- Curriculum review has supported improvements to meet the needs for the evolving cohorts of pupils that attend HWS. Effort is made to balance academic improvement with knowledge and skills that will support successful behaviours and attitudes in the school setting.
- Expectations are high and pupils are supported to aim high, this is reflected in pupil outcomes.
- Pupils are motivated to learn, develop a love for learning and want to be in school.

### **Attendance**

- Attendance is high profile at Hawkswood, 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 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.
- Pupils and staff will verbalise their want to be at school!
- Pupil attendance for the last academic year was *significantly* high for AP's at 77% (68% in 2021). This also includes pupil's attendance who have a gradual integration plan and those with critical mental health at 0%. Even with complex cases included attendance is higher than the KS4 AP average.
- Staff attendance is also good and has improved in comparison to previous years.

### **Culture of Safeguarding**

- Hawkswood has strong relationships with partner safeguarding organisations and engages them to assist as required in specialist cases around safeguarding.
- Pupils know how to keep themselves safe and feel safe at school. They have secure attachments to staff and feel able to share things that worry them. Staff are clear about the processes to ensure that help for pupils are at risk.
- Relevant staff are trained as Designated Safeguarding Leads. In addition, the Single Central Record, safer recruitment and allegations etc. are all managed to a high standard to maintain a safeguarding culture that is vigilant and proactive.
- Effective processes are in place for the induction of new and temporary staff and volunteers to ensure that they are clear about safeguarding expectations and have undertaken L1 safeguard and prevent training.
- HWS is fully compliant with all safeguarding legislation and guidance. All staff act in the best interests of all pupils and prioritise the wellbeing and safety of the whole school community. The Hawkswood Safeguarding policy is reviewed and updated annually.
- Termly training gives all staff the knowledge, skills and understanding to be effective in keeping pupils safe. This includes being able to identify pupils who have been harmed, or are at risk of harm, and help them by making effective referrals for support.
- Safeguarding is paramount and permeates thorough all that we do at Hawkswood, we take an approach that 'it is happening here' and are vigilant and proactive in tackling safeguarding education.
- Hawkswood Secondary has strong links with external agencies and often form close professional relationships with external professional colleagues, we have outside speakers who come into school to deliver workshops to pupils, this includes prevent, drugs awareness, sexual health and relationships and on-line safety. We operate 2 'drop down' curriculum weeks per year to ensure that on top of our PSHRSE curriculum all pupils have access to essential aspect of RSE regardless of the timing of their placement with us.
- Safeguarding is discussed in daily debriefs daily and actions are swiftly taken to address potential and current issues.
- There 2 members of SLT onsite at all times.
- Pupils want to learn and feel emotionally and physically safe and contained within the school environment, they feel comfortable to disclose to a trusted adult at Hawkswood.

- School safeguarding procedures are exemplary. Staff know and understand how to manage and proactively promote safeguarding and are clear about the responsibilities of all staff. Staff know safeguarding systems well and follow them, they are visible throughout the school.
- Good communication with external professionals ensures that measures are put in place to safeguarded pupils both in and out of school.
- 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 with extreme anxiety are supported to build trust that Hawkswood will be their safe space, we meet children where they are and build confidence and feelings of safety for all pupils.
- Each cohort is looked at independently and the curriculum offer is continually evaluated and revised as necessary. SLT have a rigorous system for monitoring pupil progress in place.
- Pupils *very rarely* physically hurt their peers, themselves 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 Hawkswood.
- 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.
- There is a designated safeguarding governor who visits the school regularly, speaks to pupils and leaders and observes practices and checks the SCR. The governor is highly skilled in Safeguarding as the Head of MASH in Waltham Forest.
- We are sponsored by Amazon Fresh in Chingford and run a food bank from our school which provides our families with fresh food daily. Every family in need receives a daily hamper of food. This sponsorship also ensures that every child has access to breakfast, lunch and snacks throughout the day. Despite the current financial pressures, children at Hawkswood and their families will never go hungry.

### **Governance**

- The Management Committee meet 6 times a year and receive reports from the Head on matters such as pupil progress, attainment, attendance, behaviour, safeguarding, reintegration and performance management of teachers.
- Three sub-committees including Quality of Education, Business and Audit and Risk committees drive the role of governance at Hawkswood and ensure robust challenge and support to school leaders.
- Governor Hub is used by school leaders and governors to share key information in preparation for governors meetings and if issues arise between meetings that require the attention of governors.
- Governors hold senior leaders to account for pupil outcomes, performance of the school is considered in a holistic way from attendance, to examination data, reintegration data and pupil voice.
- Governors provide support and challenge and understand the operational functioning of the school, as well health and safety and safeguarding.
- The governance terms of reference and individual committee work plans give clear guidance on the roles and responsibilities for the governance of the Hawkswood Group, these structures support governors to ensure that they are effective in their duties.
- Pupil Premium and SEN funding is used effectively to benefit these groups of pupils. Excellent outcomes are secured for all groups. The SEND team and governors are robust in their scrutiny of the progress and outcomes of disadvantaged pupils. There is a governor who leads on SEND who is a skilled practitioner as an ex-head teacher.
- Relevant policies are in place to define practice and expectation. A systematic review schedule means they are updated regularly to maintain compliance and relevance.

### **Staff Wellbeing**



- Staff morale and commitment is high.
- Staff absence is low and staff are highly committed to the vision of the school, wellbeing is planned for with balanced workload, additional time during reporting and assessment windows.
- Staff feel safe, motivated and considered. Staff absence is low.
- All staff are included in improvement initiatives and have a shared vision and ambition to make a difference for every pupil that attends HWS.
- Workload, including planning has been streamlined to ensure that teachers can focus on what they do best – accelerating the learning of pupils. Developments in assessment and planning have been made in full consultation with teachers and staff to ensure that we develop systems and processes that work and are supported by the whole school community. We have invested in a PSHRSE and reading scheme to support a new non-specialist teacher to lead the subject.
- Staff have the opportunity to engage in weekly supervision sessions with our EP and CAMHS therapists.
- We are sponsored by Amazon Fresh in Chingford and run a food bank from our school which provides our families with fresh food daily. This provision is also extended to staff and their families to combat the current financial pressures working families face.

### **Stakeholder and Community Engagement**

- The ethos of the school means that staff, pupils and parents work in together towards individual and whole school targets that develop skills that can be applied upon reintegration back into mainstream school, the wider community and beyond.
- There are positive relationships with schools and parents. All partners are included at every stage of a placement and feedback is very positive from them.
- Reputation of the school across the wider region is strong. Local SEND and LA officers spot purchase places for hard to place pupils, who go on to be very successful at HWS.
- Parents/carers, the LA and stakeholders hold Hawkswood Secondary in good regard and value the work that we do. Schools are keen to work collaboratively with us in the best interests of the children. We support local schools with training to improve inclusive practice.
- The local Associate Headteacher for Alternative Provision works with a multi-disciplinary team to rigorously quality assure the school. Our last Quality Assurance review took place in May 2022 and indicates that the school is good/outstanding in all areas, it highlights areas for development and strengths across the school. We work with the team on a journey of continuous improvement.
- All staff take part in joint staff training. This has had a positive impact on implementation of the curriculum and support for pupils. Performance management and subject leadership are built into the school development plan and financial plans for the school, CPD is driven by the needs of staff and pupils identified through these review processes.
- Communication with parents, schools and other stakeholders is developing. An effective reintegration system has been developed to support mainstream colleagues and to maximise the successful re-introduction of pupils to mainstream settings.
- We are going digital in 2022 and will be launching our new parent platform for sharing progress and achievement. We will also be driving communication with our digital community with social network platforms.

### **Areas for Development**

- 2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWS; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond. We work closely with parents, carers and families, mainstream schools, AP's, colleges and apprenticeships to ensure pupils progress from Hawkswood to next steps in their education career.
- 2.2. There is clear leadership and accountability at all levels and opportunities for staff to develop, learn and progress. The effective impact of which best supports learning, safeguarding, progress and outcomes of all children, as well as the wellbeing of staff.
- 2.3. The school structure encourages retention of inspirational practitioners. Aspiring middle leaders are provided with the support and encouragement to undertake professional development including NQPs. A middle leadership structure has been created to support effective development and retention.

## Self Evaluation: Personal Development – Judgement: Good

### Strengths

- HWS has created curriculum that is intent on giving our pupils opportunities for personal development. We are aware that this is essential to prepare them to meet the challenges that are often present within their homes and community environments. In doing so, we deliver relevant experiences and opportunities to allow all pupils to learn how to better engage with modern British society and prepare for adulthood.
- The solution focused approaches that are employed support personal reflection, social development, problem solving, adaptability and wellbeing. This promotes a stabilising and confidence building environment which supports the school community to thrive together and develop the skills and behaviours required to succeed in society.
- All staff promote an inclusive ethos, where the needs of the whole community are accepted and supported. This is evident in all aspects of school life.
- SMSC is weaved seamlessly throughout our curriculum offer and timetabled school day.
- A strong ethos of growth mindset by both adults and children alike help pupils to break through barriers to learning.
- All groups of pupils make good 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 the SEND cohort, aspire to reintegrate back into mainstream school of further education. In the 2021/22 cohort all pupils graduated to their chosen mainstream 6<sup>th</sup> form college.
- Individual pupil need is quickly identified and met following referral to Hawkswood. There is a clear triage process in place from the moment of referral, which checks suitability of placement, through to understanding individual academic and personal development needs. Pupils can access a range of support from CAMHS on site, EP, support from student social workers, art and dramatherapists.
- There are low rates of bullying. The curriculum supports bullying prevention work, with any incidents of bullying, in all its forms, being dealt with by staff and restorative practices to ensure pupils understand the impact of their words or actions.
- HWS has a dedicated Safer Schools Police Officer. This is very positive and supports the offer for personal development.
- The pupil target tracker recognises and record personal, social, cognitive, creative and wellbeing development. These include experiences relating to helpful communications, self-care and positive social behaviour. Pupils are currently linking the target tracker to the praise and reward system.
- A comprehensive network of outside agencies support curriculum delivery for personal development. This gives an improved offer in topics such as drugs and alcohol, sexual health, health and safety, careers education, staying safe and charity work.
- The curriculum promotes understanding of wellbeing and numerous opportunities have been created for pupils to learn about topics such as online and offline safety, including risks from criminal and sexual exploitation, substance misuse, gang activity and knife crime. This promotes a proactive approach to safeguarding. We support pupils around new threats to safeguarding and respond to intelligence shared with us by local the safer schools team.
- The curriculum allows pupils to recognise the dangers of inappropriate mobile technology and social media use.
- The curriculum supports understanding of healthy relationships, sex education and sexual health by using the expertise of external agencies to deliver within this area and a cultural vigilance in the school of 'it's happening here'.
- HWS has three CAMHS primary care workers who support pupils and their families with 1:1 and group therapies.
- The curriculum promotes healthy lifestyles including healthy eating, active lifestyles and sport and uses every opportunity to develop SMSC experiences and British values within this. This is enhanced with extra-curricular opportunities (enrichment) for pupils to participate in sport and recreational activities to develop holistic skills and build confidence to engage in the wider curriculum.
- Targeted intervention is delivered to specific individuals to support the needs of the most vulnerable pupils. This supports wellbeing and safeguarding, as well as facilitating for improved access to the curriculum.
- Staff promote spiritual development and use every day experiences and events to promote understanding and reflection about pupils' individual beliefs and that of others. This supports the promotion of a respectful and enquiring culture.
- Opportunities are created for pupils to socialise and develop moral and social skills that are needed to live effectively in modern Britain. Staff are skilled in supporting the development of these skills and promote conflict resolution and restorative approaches when required.

- The common ethos and curriculum supports cultural development. Opportunities are given for pupils to take part in cultural trips and visits to experience different elements of culture that are present within society. These are carefully linked to our thematic curriculum to enable pupils to gain a deep understanding of their importance. Last year pupils visited local colleges during pre-arranged ASD friendly open days. They also enjoyed trips to the theatre, zoo, forest walks and school events. Pupils enjoy team games with our Cricket Coach who runs weekly sessions for pupils.
- Pupils leave Hawkswood as confident, capable and empowered young people who are proud of their achievements. They have self-belief and the tools they need for the future when, inevitably as with all humans, there are bumps in the road. They know what they can do to help themselves, and where to go when they need advice or support. They recognise the journey they have been on and how much they have achieved.

### **Areas for Development**

- 3.1. All students have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal, social, cognitive, creative, physical and health development. The enrichment curriculum provides opportunities to gain vocational certification.
- 3.2. HWS recognises the diverse needs of pupils experiencing chronic mental health challenges. The school has developed a therapeutic access programme which enables pupils to re-engage with education through therapeutic learning as a pathway to engagement in the core curriculum.
- 3.3. ALL pupils and mainstream schools develop the skills, knowledge and attitudes to successfully facilitate transition to the next stage of pupil learning at the appropriate time. We work with families and mainstream schools to develop an understanding of learning and mental health needs

## Self Evaluation: Behaviour & Attitudes – Judgement: Outstanding

### Strengths

- The environment at HWS is safe, calm, orderly and positive. Staff have created an ethos where pupils feel valued and realise that they can achieve within education and society. Pupils anxiety begins to reduce in just a few weeks after starting at Hawkswood.
- Behaviour is understood as communication by all staff and unmet needs are quickly identified. Patterns of behaviour and triggers are quickly identified and individual support is offered. With the high numbers of pupils with Autism, the development of social skills is an on-going aspect of personal development for pupils.
- Behaviour for learning is exemplary, children rarely leave the classroom during lessons, but know how to appropriately seek help if needed.
- The Positive Behaviour Policy, along with high expectations and consistent routines have created an environment where pupils are able to understand, accept and adhere to the expected norms for appropriate behaviour. Pupils have contributed to the positive behaviour policy and see the policy as fair and the way we keep each other safe.
- Systems for rewards and sanctions support positive behaviour and motivates pupils to take responsibility for monitoring and managing their own behaviour. In addition, opportunities are utilised to allow pupils to reflect on how their behaviour impacts on outcomes through restorative practice. Pupils are keen to develop the praise and reward system this year, which will be the autumn term role for school council.
- Staff are trained in de-escalation and positive handling. We have trained tutors who offer training to schools outside the Hawkswood Group in understanding ACES, de-escalation and positive handling.
- Positive handling is rarely required (one in the last 3 years).
- The pastoral and behavioural needs of all pupils are met effectively. Support mechanisms, including, risk assessments are used to support pupils where these is a known risk of self-harm.
- Behaviour for learning was observed as outstanding in all lessons last academic year.
- There is a very low level of pupil exclusion with 0 permanent exclusion and 1 fixed term exclusions in the last 3 academic years.
- Attendance is a priority and the Attendance Policy supports consistent efforts to promote improved attendance where pupils are referred with poor attendance. We maintain that the first step in improving attendance is ensuring pupils feel safe and are well engaged in a meaningful, relevant and exciting curriculum. The impact of COVID has been a significant increase in the numbers of referrals for pupils with chronic school phobia and anxiety. We have reviewed the attendance policy to ensure that the system provides support and accountability for families in getting children into school. A partnership approach between our therapeutic and support team, CAMHS and the BACME team take a robust but thoughtful approach to improving attendance. Our new attendance policy will be ready for implementation in Autumn 2 2022.
- Numerous strategies are employed to support improved attendance for pupils. These have been developed to best meet the needs of the changing cohort. Home visits to support education and engagement are made as part of a planned intervention. Where pupils have clinical intervention, we work closely with local mental health hospitals and the home hospital tuition service to ensure that pupils with chronic mental health needs, where possible still engage in learning.
- To support pupils to be successful and progress in society, the curriculum intent has a strong focus on improving behaviour and attitudes. This is implemented within specific lessons, but is also a constant focus throughout the school day through the high expectations of behaviour and co-operation.
- There are low rates of bullying. The curriculum supports bullying prevention work, with any incidents of bullying, in all its forms, being dealt with effectively by staff. A large proportion of pupils have Autistic Spectrum Conditions, which manifest in underdeveloped social skills, which could place our pupils at risk if not supported. We work closely with CAMHS to deliver and provide access to 'Understanding Autism' programmes for both pupils and their families. This helps pupils to make sense of why they respond in the ways they do, improves awareness and helps pupils to develop strategies.
- Communication and support from families is very important in maintaining a shared vision for the success of pupils. Regular phone contact is made with families to celebrate success and share concerns.
- Referral and integration IEPs allow stakeholders to work closely with HWS to set specific targets that will support and maintain pupil behaviour and attitudes. This supports preparation for the next stage in their education.

- Educational psychologist weekly supporting with assessments, interventions, training, support and supervision.
- Pupils feel emotionally and physically safe at Hawkswood. They feel listened to and understood and the management of pupils is outstanding.
- Pupils see beyond their behaviour and how it impacts on those around them, promoting them to change and break old patterns of behaviour.
- Pupil's confidence and self-worth increases significantly at Hawkswood.
- Pupils are respectful to each other.
- Pupils learn to communicate using their words.
- The boundaries are very clear to pupils and on the rare occasions where behaviour is out of the ordinary, it is addressed in a supportive way and does not affect the learning of the rest of the cohort.
- School council will this year be creating a new praise and reward system which will support the development of holistic skills.

### **Areas for Development**

- 4.1. Safeguarding is paramount. All appropriate safeguarding measures are in place to ensure CYP are safe. Pupils attend school regularly and specific mental health related non-attendance is carefully managed with CAMHS BACME and SC partners. The therapeutic team support the engagement of pupils with mental health related non-attendance.
- 4.2 Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Mental Health is supported by a range of staff, including trainee therapists and CAMHS therapists. Positive attitudes and a respectful school culture are evident, pupils know how to keep themselves and others safe.
- 4.3 Pupils demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready. This is regularly celebrated and shared with partner schools and families.

**Self Evaluation:** Overall Effectiveness – Judgement: Good (with outstanding features)

**Strengths**

- In the four key Ofsted areas, the self-evaluations judgements are consistently good, with an ambition to drive to become an outstanding school. We are relentless in the pursuit of excellence. Using our resources to the greatest effect and with the most significant impact, without adding additional workload to staff. We are a small school with big ambition.
- Educational and holistic outcomes for pupils are incredible and exceed expectations and national comparison with Alternative provision.
- Pupils who attend HWS have a positive experience which transforms their school experiences from negative to a place where they feel a sense of belonging, safe and valued. This allows the young people who have transitioned from mainstream schooling, to be positively re-engage with education and begin to develop the knowledge, skills and attitudes that that they require to be successful and progress within society.
- Safeguarding is and will always be a priority, with practice at HWS, being fully compliant with all safeguarding legislation and guidance. All staff act in the best interests of all pupils and support the wellbeing and safety of the whole school community.
- There is a clear intent to impact on the personal development of all pupils. This is implemented effectively to allow all pupils, including those from disadvantaged backgrounds, to prepare for the challenges that are often present within their homes and community environments. In doing so, we deliver relevant experiences and opportunities to allow all pupils to learn how to better engage with modern British society and become prepare them for their next destination.
- The ethos at HWS is very inclusive and all staff are committed to offering the best possible opportunities for all our pupils. The needs of all pupils are assessed and this allows for individual needs to be addressed through effective planning and differentiation. As a result, the outcomes of all cohorts of pupils are outstanding.
- We know that in order for our pupils to maintain excellent progress beyond their time at Hawkswood, our work with them, their families, mainstream schools and the community must be transformative. We aspire to lead the way in inclusive practice to empower our community to forge a better future for our pupils.

## Overview of Priorities for Whole School Development 21-22

GOAL 1 - Outstanding quality of education	GOAL 2 - Outstanding Leadership and Management	GOAL 3 - Outstanding personal development	GOAL 4 - Outstanding behaviour and attitudes	GOAL 5 - The Centre of excellence for outreach support, across WF and beyond
<p>1.1. The curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs.</p> <p>The curriculum can be delivered on-site or virtually, without additional workload for staff. Pupils connect with their mainstream curriculum.</p>	<p>2.1. There is a clear, ambitious vision and strategy regarding the future direction of HWS; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond.</p>	<p>3.1. All students have access to a wide range of opportunities and experiences, which develop their talents and interests. In particular, also promoting their extensive personal, social, cognitive, creative, physical and health development.</p>	<p>4.1. Safeguarding is paramount. All appropriate identification and safeguarding measures are in place to ensure CYP are safe.</p> <p>Pupils attend school regularly and specific mental health related non-attendance is carefully managed with BACME and SC partners.</p>	<p>5.1. A clear triage and admissions model is in place, which enables us to play a significant role in meeting the needs of CYP with behaviour and SEMH needs in WF and beyond.</p>
<p>1.2. Teaching, learning and assessment is effectively implemented. Assessment is used to inform learning and therapeutic support to enable pupils to make rapid progress in areas where there are gaps in knowledge.</p>	<p>2.2. There is clear leadership and accountability at all levels and opportunities for staff to develop. The effective impact of which best supports the safeguarding, progress and outcomes of all children, as well as the wellbeing of staff.</p>	<p>3.2. HWS recognises the diverse backgrounds, experiences and range of influences upon children; we support pupils' improvement in their awareness and understanding of diversity, tolerance, equality of opportunity, healthy relationships, active citizenship, through the wider curriculum.</p>	<p>4.2. Leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Mental Health First Aid is supported by all staff. Positive attitudes and a respectful school culture are evident.</p>	<p>5.2. The clarity of our future traded services model and 'extended local offer' is shared with all stakeholders for the benefit of supporting the progress of vulnerable CYP across WF and beyond.</p>
<p>1.3. Students achieve success and outcomes, commensurate to their needs. Pupils recognise and celebrate the progress they have made in key skills and broader aspects of the curriculum.</p> <p>Methodologies for GCSE TAG's (2021) are in place.</p>	<p>2.3. The transition through restructure is complete. New roles have enabled a focus on Quality of Education, safeguarding, progress and wellbeing and staff feel confident in the security of the school.</p> <p>The school operates within budget.</p>	<p>3.3. ALL pupils and mainstream schools develop the skills, knowledge and attitudes to successful facilitate transition to the next stage of pupil learning at the appropriate time.</p> <p>We work with families and mainstream schools to develop an understanding of learning and mental health needs.</p>	<p>4.3. Pupils demonstrate significant improvement in their social and emotional development and attitudes over time, which helps prepare them for successful transition when they are ready.</p> <p>This is regularly celebrated and shared with partner schools and families.</p>	<p>5.3. HWS works in close collaboration with WF LA, schools and other APs regionally and nationally, in order to identify the range of provision available and the gaps in provision in order to meet the wider needs of vulnerable CYP locally.</p>