

Hawkswood Primary PRU & SEMH Provision

Self-Evaluation Summary 2023/24



Context

Hawkswood Primary and SEMH provision is a 20 place Pupil Referral Unit with an 8 place SEMH provision for children with EHCP's. Children 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.

As part of the offer to local schools Hawkswood Primary offers 10 nurture provision places for children in KS1, which comprises of a 3 day per week placement at Hawkswood and 2 days per week at their mainstream school. During the 20 week placement, the Hawkswood Nurture teacher will support mainstream colleagues to develop strategies, knowledge an understanding of how best to support the child's needs, enabling them to reach their full potential.

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

Percentage of the school receiving pupil premium:	64%		
Percentage of the school with EHCP's:	82%		
Percentage of the school with EAL:	0%		
Percentage of the school Boys:	82%	Girls:	18%

Ofsted

The schools last inspection was in January 2019, where it continued be **Outstanding 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 there was 25% staff turnover and a new reduced leadership team.

Budget

The school carries a historical financial deficit, however has operated with a surplus budget since the change of leadership and restructure in 2021.

An independent review of commissioning arrangements, carried out by an LA appointed consultant, recognised that historically places were significantly underfunded. The school has worked with the LA and schools forum to address the shortfall in funding, which was increased to £23,000 (just below the London average) per AP place on 1st April 2021.

Historical data

Historical KS2 data

No Yr.6 in 2023	Reading				Writing				Maths				Contextual Information
	WT	ARE	GD	APS	WT	ARE	GD	APS	WT	ARE	GD	APS	
2022 Full Cohort (3)	33%	66%	0%	98	100%	0%	0%	n/a	33%	0%	0%	94	All pupils had an EHCP, all pupils were PP, all pupils progressed to specialist provision in KS3.
					Teacher assessment				33% of cohort dis-applied 33% cohort absent for 1 test, but scored within the ARE/DG boundary for paper 1 and 2.				
2021 Full Cohort	0%	100%	0%	n/a	60%	40%	0%	n/a	20%	80%	0%	n/a	No SATs COVID 19 based on teacher assessment
2020	No SATs COVID												
2019 Full Cohort (5)	100%	0%	0%	92	100%	0%	0%	91	100%	0%	0%	90	
2019 EHCP (5)	100%	0%	0%	92	100%	0%	0%	91	100%	0%	0%	90	
2019 Pupil Premium (2)	100%	0%	0%	89	100%	0%	0%	87	100%	0%	0%	87	
2018 Full Cohort (5)	60%	40%	0%	96	40%	60%	0%	97	100%	0%	0%	93	20% < 10 marks ARE writing 90% ,10 marks ARE Maths
2018 EHCP (3)	67%	33%	0%	94	67%	33%	0%	93	100%	0%	0%	90	
2018 Pupil Premium (3)	33%	67%	0%	99	33%	67%	0%	98	100%	0%	0%	93	
2017 Full Cohort (5)	80%	20%	0%	93	60%	40%	0%	95	80%	20%	0%	91	40% <3 marks ARE reading 40% <10 marks ARE Maths
2017 EHCP (2)	100%	0%	0%	89	100%	0%	0%	92	100%	0%	0%	86	
2017 Pupil Premium (2)	100%	0%	0%	90	50%	50%	0%	96	100%	0%	0%	80	

Historically children who attend Hawkswood PRU for some or all of Year 6 and sit their SAT's tests at the school, typically perform better in reading and consistently perform less well in Maths. Our curriculum has been designed to support accelerated progress in Maths and Writing in order to remedy this.

Year 4 national multiplication tests.

In 2022, the national average mark for mainstream pupils was 20/25. The national average mark for pupils with an EHCP was 7/25 (only 46% of pupils with EHCPs were entered for the test)

2022 HWP average was 23/25 with 2 pupils scoring 24/25. All pupils taking the test have been excluded from mainstream schools and have an EHCP.

2023 HWP average was 24/25.

Self Evaluation: Quality of Education – Judgement: Outstanding

Supporting Evidence

Intent

- All leaders and staff have co-constructed a shared vision of a curriculum that is intent on delivering knowledge, skills and attitudes and experiences that our pupils require to be successful and progress in society.
- 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 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 high level. This has continued over time and has continued to meet the changing needs of different cohorts. The curriculum promotes curiosity and engages pupils in their learning.
- Staff have excellent subject knowledge across curriculum and SEMH outcomes that are weaved 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, KPI's and knowledge organisers allow for effective lesson planning. As a result, curriculum implementation is consistent and effective in meeting the needs of all pupils. This allows accelerated progress for all groups of pupils.
- Lesson observations and work scrutiny confirm that teaching, learning and assessment (TL&A) was good or better. Self-evaluation highlights that 60% of teachers are outstanding practitioners.
- Staff have a secure understanding of quality first teaching and learning, where teachers work harmoniously to support and challenge one another, including the learning support coaches.
- Staff and pupils agree ambitious targets for learning and celebrate progress and achievement.
- The Marking and Feedback Policy is implemented consistently by staff.
- Work scrutiny highlights that teachers are good at using assessment and giving informative feedback. This supports pupils' understanding of how they are performing and how they can improve further. There is clear 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 real impact on the quality of learning and SEMH development.
- Staff take part in joint staff training. This has had a positive impact on implementation of the curriculum.
- Communication with parents, schools and other stakeholders has been developed to maximise the effectiveness of placements. This includes a weekly report that disseminates information about progress relating to individual targets and advice on how to progress further for our part-time dual rolled pupils, and daily communications with parents for all pupils.
- An achievement culture is well established and the celebration of success is embedded within daily practice with our Hawkswood Hero's programme. This allows for improved engagement with learning and the curriculum. Pupils at Hawkswood are motivated to achieve high standards.
- 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.

- A range of support is available for each individual pupil. As a result, the progress of all groups of pupils falls in line with that of the whole school cohort, regardless of their starting point
- British values and RSE are weaved through out thematic curriculum, which allows pupils to formally recognise their SMSC achievements during their placement.
- Early reading is supported through phonics and the development of reading skills are secured through the curriculum and 1:1 interventions.
- Baseline assessments are carried out with pupils starting at Hawkswood and formal assessments are done half termly, this clearly informs planning and personalised interventions for the following half term.
- Learning focus meetings and teachers meetings occur weekly. Subject leader time has been built into directed time and subject leaders are strengthening teaching and learning in their specialised areas. Where subjects are led by non-specialists (music, PSHE, science and humanities), staff are supported through the use of schemes that are used by other local primary schools, adding consistency to curriculum experiences for pupils.

Impact

The outcomes for pupils that attend HWP reflect effective implementation of a curriculum offer that supports positive access to learning and progress.

- Pupils from all groups, including those who receive Pupil Premium, have SEND or are disadvantaged achieve at similar levels to the whole cohort.
- Pupils take part in reading as part of their daily routines. For a typical term, 80% of pupils made six months or better progress in reading age and 66% made twelve months or better progress.
- In 2021/22 86% of pupils, who were referred due to being permanently excluded or at serious risk of permanent exclusion, returned to mainstream education. From this cohort, 60%* of these were still in mainstream education six months later. In 2022/23 to date 67% of pupils have returned to mainstream, of these pupils 100% are still in mainstream school. The remaining 33% all require long term specialist provision and have live consultations in place.
- Lesson observations and work scrutinies give clear evidence of the effective teaching of reading, writing and mathematics. This is supported by data that shows outstanding pupil progress in these areas.
- In 2022 93% of parents felt their child had made good progress at HWP during their placement, 96% of pupils also felt the same. In addition, all parents felt that their child was happy during their placement, all of pupils also felt the same.
- There is clear evidence that pupils, who are behind the levels of expected achievement begin to close the gap in learning, pupils enjoy learning and love to share their success.
- All pupils, including SEMH, aspire to reintegrate back into mainstream school.
- All pupils develop a growth mindset and can articulate their learning and the tools that helped them learn.
- 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.
- The results from support staffs' skills audits are excellent overall, ranging from a 6% increase in their results following CPD after the initial audit in January 2020, 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. In 2022/23 over half of the teaching staff have undertaken professional qualifications including NPQ's, Masters and NASENCO training.

Areas for Development

- 1.1 Continually revise and remodel the curriculum offer. So that the curriculum offer meets the wide ranging needs of all groups of CYP, including their academic, vocational, social and emotional needs. Plan the implementation of the curriculum so that it can be delivered on-site or virtually, without additional workload for staff.
- 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. The assessment model is adapted to track and monitor English, Maths, Reading and SEMH. We work with parents to support closing gaps through home learning.
- 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 including emotional literacy and zones of regulation

Self Evaluation: Leadership & Management – Judgement: Outstanding

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. The leadership Team are dynamic 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.
- Underperformance is effectively supported and challenged. Mentoring is supported by SLT and subject leaders where teachers require improvement with teaching and learning.
- 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 successful at HWP. Partnerships with local schools are continually developing and growing, almost all schools buy into the pooled funding agreement. Feedback from schools is of the highest standard.
- Relevant policies are in place to define practice and expectation. A systematic review schedule and management system means they are updated regularly to maintain compliance and relevance.
- British values and the Hawkswood Hero's programme allows pupils to formally recognise their SMSC achievements during their placement.
- 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.
- Funding is used effectively for CPD and resources.
- All pupils groups make outstanding academic and personal progress against their baseline irrespective of need, their starting point and background.
- 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 are positive relationships with schools and parents. All partners are included at every stage of a placement and feedback is very positive from them.
- Hawkswood leads training with local schools, including ACE's, trauma informed practice, de-escalation, and positive handling. Outreach with schools is offered as part of the KS1 dual roll programme, with broader outreach available when capacity allows (HWP is not currently commissioned for outreach).
- The Hawkswood Headteacher is leading work on the brough SEND strategy for Ordinarily Available Provision and is an advisory panel member for the SEMH drop in, which supports local schools to proactively develop inclusion strategies to help pupils remain in mainstream school. The Headteacher also sits on the SEND strategic board, Safeguarding board and schools forum, AP commissioning strategy group and Waltham Forest CYP Mental Health and Wellbeing Group.

Developing high quality teaching and learning

- 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 need.
- While there is a generic cycle of annual training and support for all staff, the PMR process informs the schedule of training and personalised training for staff. In the last two years the Headteacher has completed a Masters in Educational Senior Leadership, SENDCO has begun the NASENCO course, 2 teachers have completed NPQBLC, 1 has registered to begin NPQ Literacy. We have sourced similar programmes for Learning support coaches for 2024/25.
- With a changing cohort, more pupils with mental health needs and chronic anxiety, in January 2023 staff gained the Mental Health First Aid certificate.
- 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.
- The curriculum is innovative and has been developed to support the needs of all the pupils that attend HWP. There is a clear focus on developing English, Maths and Reading as well as knowledge, skills and attitudes that our pupils require to be successful and progress in society. Topics support the development of cultural capital and personal development.

- Curriculum review has supported improvements to meet the needs for the evolving cohorts of pupils that attend HWP. Effort is made to balance academic improvement with knowledge and skills that will support successful behaviours and attitudes in the school setting.
- The 'holistic Tracker' supports pupils to reflect on and record developments relating to personal, social, cognitive, creative, physical skills and wellbeing.
- Strong emphasis and a genuine willingness to share good practice and support colleagues in schools locally and nationally, in acquiring good outcomes for SEND pupils.
- All pupils groups make outstanding academic and personal progress against their baseline irrespective of need, their starting point and background.
- 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.
- Each cohort is looked at independently and the curriculum offer is continually revised. Leaders monitor pupil progress and the quality of teaching extremely well.
- Marking is detailed but accessible to the pupils, without being onerous for teachers.
- Records of pupil progress are detailed and personalised intervention support further promotes deep, embedded learning.
- The 'holistic Tracker' supports pupils to reflect on and record developments relating to personal, social, cognitive, creative, physical skills and wellbeing.

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.
- Pupils and staff will verbalise their want to be at school!
- Attendance is significantly high at 91% in 20221/22 and 89% in 2022/23. This is significantly higher than the national average for Alternative Provision.

Culture of Safeguarding

- Safeguarding is extremely paramount and permeates thorough all that we do at Hawkswood. HWP 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.
- 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. There is DSL and member of SLT onsite at all times.
- 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 training. Safeguarding guidance is visible in all areas of the school.
- 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.
- 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.
- Pupils want to learn and feel emotionally and physically safe and contained within the school environment.
- 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.

- Good communication with external professionals ensures that measures are put in place to safeguard pupils both in and out of school.
- Pupils feel safe and will often disclose to a trusted adult at Hawkswood.
- 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. Where this is the case, behaviour is seen as a communication and every attempt is made to ensure that support is in place for pupils and staff, and where necessary external agencies involved.
- 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.
- The school operates a daily food bank, sponsored by Amazon Fresh, which provides daily food bags for families and staff.

High expectations of behaviour and well being

- Expectations are high and behaviour is *not* an acceptable reason for a lack of pupil progress, relational approaches mean that behaviour is seen as communication. Consistent strategies are used to ensure that pupils learn how to express their emotions in a positive way to instigate support and that pupils take responsibility for their choices.
- 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.
- 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.
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- 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.
- British values and the Hawkswood Hero's programme allows pupils to formally recognise their SMSC achievements during their placement.
- Behaviour for learning is exemplary.

Governance

- The Management Committee meet no less than 4 times a year and receive reports from the Headteacher on matters such as pupil progress, reintegration, attendance and performance data.
- Two sub-committees have been developed and meet between Board Meetings to forensically scrutinise and support the development of the school in key areas including Business, Audit and Risk (finance, compliance and Health and Safety), Quality of Education (standards, behaviour, attendance and safeguarding), work plans for committees ensure that the Management Committee carry out their statutory duties.
- There are link governors for Finance, Safeguarding, Health and Safety, Filtering and Monitoring, Quality of Education and SEND, these link governors and the chair of governors visit the school regularly to triangulate evidence presented by heads and standards on the ground.
- Email communication is maintained between meetings to ensure that relevant information is shared and current.
- Governors hold senior leaders to account for pupil outcomes and provide support and challenge. They understand the operational functioning of the school, as well health and safety and safeguarding.
- The vision, ethos and strategic direction for the school is communicated effectively through the terms of reference give clear guidance on the roles and responsibilities for the governance of the Hawkswood Group.

Governance provides challenge and support with safeguarding and is being supported by the LA in regard to finances. This includes systematic monitoring of the vision, ethos and strategic direction, educational performance, staff performance and finances.

Staff Wellbeing

- Staff morale and commitment is high.
- Staff absence is low and staff are highly committed to the vision of the school.
- Staff feel safe, motivated and considered. Staff absence is low and their wellbeing is planned for with balanced workload, additional time during reporting and assessment windows.
- All staff are included in improvement initiatives and have a shared vision and ambition to make a difference for every pupil that attends HWP.
- 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.
- Staff have the opportunity to engage in supervision sessions with our EP, staff counsellor and Lead Therapist.
- The school have recently developed a partnership with Sport England to focus on physical wellbeing of staff and have invested in corporate Peloton Membership and personal training for all staff. Staff have access to push bikes and static peloton bikes and a full suite of programmes including yoga, Pilates, HIIT, strength training etc. We have created an on-site gym for staff.
- The school operates a daily food bank, sponsored by Amazon Fresh, which provides daily food bags for families and staff.

Stakeholder and Community Engagement

- 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.
- 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 outstanding. Local SEND and LA officers spot purchase places for hard to place pupils, who go on to be very successful at HWP.
- Parents/carers, the LA and stakeholders hold Hawkswood Primary in high regard and value the work that we do. Schools are keen to work collaboratively with us in the best interests of the children.
- Local links with our borough schools is developing for rigorous quality assurance, support and challenge.

Areas for Development

2.1 Improve Partnership working with local LA's, SEND and Social Care networks to build outreach and expand the provision to meet the growing needs of pupils in other local boroughs. This will ensure that there is a clear, ambitious vision and strategy regarding the future direction of HWP; to provide high quality education and support for the most vulnerable CYP across Waltham Forest and beyond.

2.2. Improve transitional and personal leadership at all levels. Training and support programme to embed development for new leaders, SENCO, Learning Support Coaches and DSL. Governors recruitment drive and subsequent training. Which will enable 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.

2.3. Complete the restructure of the school to ensure that it works within financial means. By the end of the year, the transition through restructure is complete. New roles have enabled a focus on safeguarding, progress and wellbeing and staff feel confident in the security of the school. The school operates within budget.

Self Evaluation: Personal Development – Judgement: Outstanding

Strengths

- HWP has created curriculum that is intent on giving our pupils opportunities for personal development. This is essential to prepare pupils 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.
- Attendance is significantly high at 91% in 20221/22 and 89% in 2022/23. This is significantly higher than the national average for Alternative Provision.
- 96% reintegration success for the last academic year. Of the current cohort due to return to school in 2022/23 58% of pupils are due to return to mainstream school and 42% will require on-going long-term specialist provision. Pupils not due to return until 2023/24 67% will return to mainstream and 34% will require long term specialist provision.
- The solution focused approaches that are employed support reflection, conflict resolution and the understanding of difference. These allow a respectful environment to prevail and supports the school community to thrive together and develop the qualities 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.
- 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. Learning is supported by real life experiences including trips, visits and speakers coming into school. Pupils recently enjoyed a visit from a refugee who shared their personal experience and accepted donations from pupils fundraising for refugee charities. This brought to life the core text 'Azzi in between' and helped pupils gain a sense of personal responsibility for changing the world for the good.
- All pupils, including SEMH, aspire to reintegrate back into mainstream school.
- Individual pupil need is quickly identified and met following referral to Hawkswood.
- 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. During the 2021/22 academic year all parents and 98% of pupils felt that HWP dealt effectively with any incidents of bullying, in 2022/23 this was all parents and pupils.
- HWP has a dedicated Safer Schools Police Officer. This is very positive and supports the offer for personal development.
- The pupil tracker is being developed to recognise and record personal, social, cognitive, creative and wellbeing development. These include experiences relating to helpful communications, self-care and positive social behaviour.
- 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. Pupils participate in careers week enjoy learning about opportunities which prepare them for adulthood.
- 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 computing curriculum has been adapted to allow staff to respond to current needs of the cohort.
- 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, we utilise the expertise of external agencies to support delivery within this area.
- HWP has access to on-site student therapists and a Band 7 CAMHS therapist who support pupils and their families with 1:1 and group therapies. Pupils are also supported by a Speech and Language Therapist through group and 1:1 sessions.

- 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 (After School Club) for pupils to participate in sport and recreational activities.
- 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. This is further enhanced through weekly assemblies.
- 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.
- Visits and visitors enrich children's learning experiences.

Areas for Development

3.1. Embed the revised curriculum so that 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.

3.2. Fully embed the new RSE curriculum so that pupils at HWP recognise 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.

3.3. Embed the outreach programme so that 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.

Self Evaluation: Behaviour & Attitudes – Judgement: Outstanding

Strengths

- The environment at HWP 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 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. Patterns of behaviour and triggers are monitored and tracked. Strategies are explored in order identify the most effective approaches to support individual children.
- Behaviour for learning is exemplary, children rarely leave the classroom during lessons. Where they do it forms part of self-regulation strategies where children can access 'safe-spaces'. Children are taught how to responsibly use these safe spaces for time limited periods, for self or co-regulation before returning to learning.
- 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.
- Systems for rewards and consequences for choices support positive behaviour and motivate 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.
- Staff are trained in understanding ACE's, de-escalation, and positive handling to support young people who are in crisis and displaying harmful behaviour. The ethos of this methodology is based on 95% de-escalation and staff are skilled to support young people being brought around and returned to learning.
- Since implementing a cycle of trauma informed, ACE's, mental health first aid and de-escalation training there has been significant decrease in the instances that positive handling is used to support the management behaviour. The need for positive handling has decreased dramatically 2021/2022 128 occasions, 2022/23 53 occasions.
- The pastoral and behavioural needs of all pupils are met effectively. Support mechanisms, including, IEPs (which include risk assessments) and more specific risk assessments for high needs pupils, are used to support access to learning and encourage positive behaviour.
- There is a very low level of pupil exclusion with only 1 permanent exclusion since November 2021, 0 fixed term exclusions in the academic year 2020/21, 1 in 2021/2022, 3 in 2022/23 and 1 in 2022/24 so far.
- 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. Numerous strategies are employed to support improved attendance for pupils. These have been developed to best meet the needs of the changing cohort. We work closely with the BACME team to ensure that poor or non-attendance is managed quickly and effectively through calls to parents, home visits and escalation through the stages of attendance management.
- 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.
- 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.
- 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. In addition, pupils and parents receive a regular daily communication through pupil communication books. We are in the process of implementing class dojo to include parents in celebration of learning and progress.
- Referral Forms, End of Placement and Fair Access Panel (FAP) reports allow stakeholders to work closely with HWP 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.
- Pupil and parent voice is collated regularly through school council, parent workshops and group feedback sessions. We also seek pupil voice when appointing staff or any major changes to the school.
- 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.

- 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 and learn to positively support and encourage others.
- Pupils learn to communicate using their words and not via their behaviour.
- 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.

Areas for Development

- 4.1. With changes in staffing and DSL's safeguarding is paramount. We will ensure that all new staff are supported and that all appropriate identification and safeguarding measures are in place to ensure CYP are safe.
- 4.2. With increased numbers of referrals with trauma related anxiety and behaviour needs. We will ensure that leaders, staff and pupils create a calm, positive trauma informed environment, where expectations are known and understood by all. Positive attitudes and a respectful school culture are evident.
- 4.3. By recording and recognising and focusing on a holistic approach, we will ensure that 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 will be regularly celebrated and shared with partner schools and families.

Self Evaluation: Overall Effectiveness – Judgement: Outstanding

Strengths

- Pupils who attend HWP have a positive experience which transforms their school experiences from negative to a place where they feel loved, safe and valued. This allows the young people who have been permanently excluded 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.
- In the four key Ofsted areas, the self-evaluations judgements are consistently outstanding. With new staff and developments in the curriculum we are committed to embedding new practices and embedding exiting systems and processes with new staff to ensure that we maintain outstanding provision.
- Safeguarding is and will always be a priority, with practice at HWP, 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 HWP 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.

Areas for Development

- 5.1. Work with the Youth Resilience Team to ensure 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.
- 5.2. Develop the broader impact of HWP by ensuring that 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.
- 5.3. HWP will work 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 availability which would support meeting the wider needs of vulnerable CYP locally.