

# Summarised inspection findings

**Hazelwood School**

Glasgow City Council

24 September 2019

## Key contextual information

Hazelwood School is a non-denominational special school based in Bellahouston, Glasgow. The school supports children and young people with a wide range of additional support needs including visual and hearing impairment. At the time of inspection, the school roll was 57 spread over ten classes. There have been a number of staffing changes in recent times. The headteacher has been in post since 2017.

### 2.3 Learning, teaching and assessment

**satisfactory**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The school has a calm, caring and nurturing ethos in which children and young people enjoy positive relationships with staff. This helps learners to overcome any anxieties with their learning. A few children and young people are beginning to develop relationships with their peers. Almost all learners are happy at school and enjoy learning. Staff value and respect them as individuals. Most children and young people interact well with staff in almost all lessons. Learners use a variety of communication methods well, including objects, pictures, symbols, and for a few digital technology, braille, British Sign Language (BSL) and speech.
- In most lessons, most children and young people engage with their learning for most of the time supported by a high level of direct staff intervention. Children and young people are particularly motivated by practical activities on offer such as cooking, and gardening. In a minority of classes, expectations of what children and young people can achieve are not sufficiently high. In these classes, staff need to increase time spent on purposeful learning activities and minimise unnecessary down time. The school needs to review timetables to ensure that they are maximising learning opportunities throughout the school week. Where appropriate, children and young people should have more opportunities to work together and interact with their peers in the course of lessons. Senior staff should monitor expectations, pace and challenge to ensure that all learning episodes engage children and young people in purposeful activities.
- Learning activities within the local community help children and young people to develop life skills such as using money, budgeting and communicating with a variety of people. Older young people enjoy work experience placements in local shops and businesses, dog handling and hairdressing.
- Children's and young people's learning is beginning to be enhanced by effective use of digital technology. This is beginning to support learners to develop greater independence in learning. In cookery, learners use electronic scales to weigh ingredients and in the sensory room they control bubble tubes and wind machines using switches. There is a need to develop the use of digital technology to support communication and learning.

- Teachers and support workers work well together. Most staff are adopting a range of creative and imaginative learning and teaching approaches to help motivate and engage children and young people with their learning. Learners engage particularly well when activities are well matched to their needs and provide appropriate challenge. Staff are building their knowledge of cognitive visual impairment (CVI) and this is beginning to positively influence learning experiences. In a minority of classes, whole group, teacher-led lessons result in children and young people becoming passive in their learning, disengaged and easily distracted.
- Most support staff are skilled in providing high quality individualised support for children and young people. They use good questioning techniques and facilitate the development of learning across the curriculum. This good practice should be shared more widely across the school.
- Staff have an understanding of children's and young people's strengths and the progress they are making with their learning. Staff use photographs and videos well to record progress. Recently-written pupil profiles provide detailed information of children's and young people's strengths, and areas for development. These support staff to meet the needs of learners. Staff should ensure reports to parents are of a consistently high quality.
- Formal assessment approaches are primarily restricted to children's and young people's success in achieving individualised targets. This approach is at the early stage of providing information about learners' progress. The school needs to develop a shared understanding of assessment as part of learning and teaching, how progress will be recognised and how this information will be used to build on prior learning.
- Ongoing assessment is not fully established within planning. Teachers should continue to explore more rigorous and robust assessment approaches. This will provide a basis for planning future learning across the broad general education and the senior phase. Increased use of the national milestones for children with complex needs will help to ensure breadth of learning and better inform planning for future learning.
- Further moderation activities, both within the school and with other schools, are needed to support teacher's professional judgement. This will support the development of a shared understanding of standards across the school, and better inform children's and young people's progress.
- There is a need to develop consistent and effective approaches to planning and tracking across the school. A working party is developing new approaches to be introduced next session. The school has introduced tracking and monitoring of individual targets this session for literacy and numeracy. The senior leadership team (SLT) has started to use this information to review and evaluate children's and young people's progress. This needs to be built upon in order to provide more robust information of learners' progress across the curriculum.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Raising attainment and achievement

weak

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- The school is at the early stage of collecting and analysing information about individual children's and young people's progress and whole school attainment data. This session, learners' progress has been monitored by their performance in meeting personalised targets for literacy and numeracy. Although initial whole school results look promising, this data is based upon limited evidence. Learner's progress is not sufficiently assessed or moderated. The SLT recognises the need to have a wider range of assessment evidence that demonstrates breadth, challenge and application. This information should be moderated within the school and in partnership with other schools.
- The majority of children and young people are not yet making sufficient progress in developing literacy and numeracy skills. Most children and young people across the school are making limited progress in literacy. In numeracy, whilst the majority of learners are making satisfactory progress, a minority are making limited progress. The SLT needs to continue to develop effective systems for tracking children's and young people's progress over time.

#### Literacy and English

##### Listening and talking

- Most children are developing their listening/looking skills. Most listen/look carefully to staff supported by visual prompts and other signifiers. BSL is used effectively to support learners who communicate using BSL. Standardised objects of reference have been introduced to each class is providing learners with a concrete way of representing familiar place names, such as the sensory room. The school should review the relevance of objects of reference in supporting the communication needs of all learners.
- A few children and young people use low-technology devices in classes to support their communication. The school, supported by the speech and language therapist, has identified that a few learners would benefit from using higher-technology devices and alternative, augmentative communication systems (AAC). The school has invested in these resources but as yet they have not been embedded into classroom practice. The use of AAC in the school needs to be developed further to meet the changing needs of children and young people.

##### Writing

- Staff encourage children and young people to develop their literacy skills through a range of activities such as singing and moving in time to music. Early writing skills such as mark making

are being developed in a range of contexts. A few children are beginning to practice writing their names.

## **Reading**

- Children and young people enjoy handling books and listening to stories, supported by objects of reference. A few children can anticipate the sequence of a story. They respond well to rhymes, songs and stories. The school now needs to build on this to develop learners' literacy skills further in accordance with their individual needs. A few children and young people can recognise simple consonant-vowel-consonant words in context. Braille is used to support children and young people where appropriate.

## **Numeracy and mathematics**

### **Number, money and measurement**

- Counting is being reinforced across the curriculum in a variety of ways, for example through song, in art and design, and during discrete numeracy lessons. Daily routines enable children and young people to learn about the days of the week, and months of the year. These daily routines should be more progressive and offer increased challenge for learners as they move through the school. At all stages, children and young people are learning about coins and money. Visits to local shops support children's and young people's understanding of early numeracy. A minority of learners are developing an understanding of money, its value and basic exchange. Only a few young people are gaining National Qualifications at National 1 in going shopping. The school should now consider how it will expand opportunities for young people to gain a range of National qualifications in numeracy. Cooking activities in home economics provide opportunities to explore weight and volume.

### **Shape, position and movement**

- At the primary stages, children explore a range of objects. They use puzzles to sort simple shapes in order. At the secondary stages, young people explore the properties of simple 2D shapes and 3D objects. A minority of young people can organise 2D shapes by shape and colour. Overall, progression with shape, position and movement is too limited.

## **Attainment over time**

- The school provided data for the majority of children and young people in terms of their progress over time in literacy, numeracy and health and wellbeing. This evidence is primarily taken from annual reports and learners performance in meeting individual targets. Approximately half of the learners analysed are making limited or insufficient progress in literacy and numeracy. The SLT recognises that gathering more robust data and intelligence relating to progress over time is an essential improvement priority. Annual reports provide helpful information on children's and young people's progress across the curriculum. Overall, annual reports require more evaluative language to be used in order to support learners to make further progress. Staff need to develop further ways to track and monitor learners progress across all areas of the curriculum.
- Teachers are aware of the need to develop their understanding of assessment and moderation. The plan to use pre-early milestones to assess children's and young people's progress should have a positive influence on setting targets which provide appropriate challenge for all learners.
- At the senior phase, the school is not yet analysing qualifications and awards gathered over time. This session, most young people achieved a small number of Award Scheme Development and Accreditation Network awards. A few young people gained a single National

1 qualification in going shopping. In previous years, learners have achieved a wider range and number of National 1 qualifications and wider awards. In line with the school's plans to develop the senior phase, there is a need to significantly increase the range and number of National Qualifications and other accredited awards available for young people to achieve.

### **Overall quality of children's achievements**

- Children and young people have learned how to peddle a bike/trike as part of the Big Pedal School Scotland initiative. In the senior phase, working with partners, young people have learned about food, working in a shop, dog grooming, and hairdressing. These activities are enabling learners to show an increased interest in the world around them. Parents enjoy reading about their child's experiences in home school diaries. Children and young people are proud of their achievements. They enjoy sharing their achievements with the wider school at assemblies. A few young people recognise how the school has supported them to build their confidence and develop new skills. The school should now track and monitor children's and young people's achievements and skills development to allow it to demonstrate progression and support learners at risk of missing out.
- Children and young people engage in a range of learning experiences outdoors and within the local community. They build an understanding of citizenship through visiting local businesses and sites of interest. Supported by a limited range of partners, children and young people are developing their communication skills and confidence across a variety of contexts. The school is becoming increasingly effective in matching achievement opportunities to the additional support needs, interests and talents of children and young people. As a result, a minority of learners' are becoming more able to express themselves and successfully engage in range of activities including, work placements, gardening and photography. In the senior phase, young people enjoy an annual residential experience which is enabling learners to practice the life skills they have learned in school in real life contexts. As a matter of priority, the school should put arrangements in place to track young people's post school destinations.
- Whilst a few children and young people are gaining accreditation through their individual achievements, there is a significant need for the school to develop access to accreditation further.
- The school places great emphasis on supporting young people to transition successfully into a positive post-school destination. The majority of young people participate well in a range of work placements with local businesses and community providers. Many young people also attend a local college as part of their education programme. However, the school is having increasing difficulty in identifying appropriate training and further education opportunities for young people to access when they leave school. The school should continue to work with partners and providers from across the education authority to support young people to move into meaningful destinations.
- The SLT recognises the need to introduce a consistent and coherent approach to developing children's and young people's skills for learning, life and work. Staff should familiarise themselves with the Careers Education Standards and use this to support the development of this work.

### **Equity for all learners**

- The school recognises the importance of communication and has used their pupil equity fund allocation to progress in this area. A dedicated communications working group has identified and purchased a range of resources, including digital technology. Staff have undertaken

professional development to improve their strategies to support children and young people, particularly in CVI. Specialist providers are providing children and young people with bespoke learning activities. The school is not yet able to demonstrate the impact of the funding on improving outcomes for children and young people.

- Staff know and treat children and young people as individuals. They are dedicated to meeting their needs and overcoming any barriers to success. The school should continue to identify flexible learning pathways for children and young people. This will help ensure that no child or young person is disadvantaged due to their personal needs or aspirations.



### 3.1 Ensuring wellbeing, equality and inclusion - wellbeing

- Almost all staff demonstrate a strong commitment to children's and young people's health and wellbeing. Staff are capable, persistent and resilient in their approaches to engagement, especially when children and young people are distressed or are finding communication very challenging. As a result, children and young people are regularly helped to be ready to learn.
- Children and young people feel valued and are treated with respect in the school community. Encouraged by staff and at times by their peers, children and young people are generally kind and courteous towards each other, staff and visitors. Incidents of conflict or distress are rare and are managed quickly and successfully by most staff. As a result, children and young people are learning how to manage their emotions and relationships. Children and young people benefit from high quality personal profiles that effectively identify their strengths and needs. Profiles highlight their preferred communication and learning styles. Teachers should now systematically review and evaluate how successful the adopted learning styles are in helping learners to attain and achieve.
- A range of therapeutic programmes, interventions and approaches are in place at the school. Sessions are delivered by a range of partners including, occupational therapy, speech and language therapy and physiotherapy. As a result, children and young people are developing their ability to engage in physical and communicative experiences. The health and wellbeing team support children and young people with their pastoral care and medical needs.
- Young people spoke confidently about the experiences that they undertake out with school such as work placements in for example, the local food bank, hairdressers and dog groomers. This is helping young people make choices and develop skills for life and work. Teachers should now link this work to the Career Education Standards.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.