



Follow-through Inspection Report

Hazelwood School

OCTOBER 2010

1. The Inspection

HM Inspectorate of Education (HMIE) published a report on the inspection of Hazelwood School in September 2008. Working with the school, the education authority prepared a plan indicating how they would address the main points for action in the report.

This report evaluates the progress that the school and education authority have made in addressing the main points for action in the report.

2. Continuous Improvement

Following a very positive report from Her Majesty's Inspectors of Education, the school continued to build on its existing high quality provision to bring about further improvements.

The school has recently updated its vision, values and aims which have a clear focus on the improvement of learning and teaching and learners' experiences. The school has continued to improve approaches to self evaluation and this has led to further improvement in the quality of learning and teaching. Classroom monitoring promotes discussion among staff and encourages them to reflect on and evaluate their practice and to identify suitably challenging next steps. The robust system for self-evaluation and opportunities for professional discussion have ensured that staff use a range of approaches and resources in order to motivate and involve children and young people thereby ensuring that they understand the relevance of activities.¹

Staff have continued to develop approaches to assessment which fully involve children and young people. They now consistently share learning intentions with children at the beginning of lessons. Children are encouraged to respond positively. This has promoted the further development of their sense of independence. Some children and young people are now able to comment on the work of their peers whilst an increasing number have a clear understanding of their learning outcomes for specific lessons. Children and young people with more complex needs are able to anticipate their next activity through use of objects of reference.

Staff have researched methods and practice in other similar establishments and are continuing to develop methods to involve children and young people in their own learning. Young people are moving around the school with increased confidence and independence. A few children in the nursery are now walking independently and have far exceeded expectations in terms of their mobility. Young people with complex needs have responded positively to rebound therapy. Through this type of therapy, they are now active participants in therapeutic movement and exercise. Staff have been able to use rebound therapy programmes to assess communication skills and develop oral or British Sign Language (BSL) signing. All staff in the school place considerable emphasis on ensuring that Hazelwood is a vibrant school where children and young people are motivated to learn and success is celebrated in a meaningful way. Parents are involved in the reflection and celebration of ongoing work and good practice at workshops and parent evenings.

¹Objects of reference, daily calendars and specific morning routines are used to help pupils understand their day and the activities they will be involved in.

The increased focus on pace and challenge in learning and teaching through more accurate differentiation of activities and more robust tracking systems has led to a further increase in the number of young people who have achieved all educational targets. The senior management team have successfully raised staff's expectations of children's attainment and achievement by close monitoring of the planned outcomes set in Additional Support Plans to ensure that they are sufficiently challenging for all learners including more able learners. Senior managers continue to oversee and challenge the planned outcomes set for every child.

The school has achieved Health Promotion Status, a Green Flag Eco Schools Award and was one of three finalists for the Scottish Education Award for "Aiming High". The school plans to build on the success of involving children and young people across the school. The school has recently received a "Significant Contribution" award from Education Services for the provision of staff training activities for colleagues in other schools as part of Education Services Open Doors Programme.

3. Progress Towards the Main Points for Action

The inspection report identified one main point for action. This section evaluates the progress made with the action point and the resulting improvements for pupils and other stakeholders.

Main point for action 1

Continue to develop the curriculum and programmes of study to meet the needs of children and young people more effectively.

The school has made very good progress towards this point for action.

The school has continued to develop and improve the curriculum and now provides a wider range of meaningful and relevant learning experiences to ensure learners' progress across all stages. All staff have a shared vision for the implementation of the Curriculum for Excellence. Opportunities for professional discussion, visits to other establishments and work with colleagues across the sector have developed further their understanding of Curriculum for Excellence and implications for practice. The excellent response and participation of staff has created enthusiasm and excitement as they continue to develop the curriculum. Learning is meaningful and set within a context that is relevant to the needs of learners and gives further breadth and depth to their learning. There are also more opportunities for personal choice and for pupil led learning topics. Through self evaluation, all staff agreed the need to further individualise courses and programmes, especially for more complex learners, to link learning across subject areas and to develop more practical learning opportunities within a relevant context.

The school has very successfully developed active learning in the early years. The working party reviewed and researched approaches for young people with complex learning needs. They used video to analyse practice in order to identify the most successful methods. As a result staff were able to adapt their teaching approaches with confidence and now plan learning opportunities where children can make choices and lead aspects of learning.

Staff use the guidelines related to the Curriculum for Excellence as the framework for the curriculum and have identified other materials² to create a very specific curriculum that addresses the needs of pupils in nursery, primary and secondary and takes account of the wide range of ability and additional support needs across the school. Senior managers working with staff will continue to build on the progress in line with the shared vision in order to provide a model that ensures success for all learners.

²*Equals, 'Routes for Learning: assessment materials for learners with profound learning difficulties and additional disabilities', Welsh Assembly Govt., Elaborated Curriculum, ASDAN and National Qualification Units.*

Together staff have developed curriculum maps for primary and secondary which take account of the principles of Curriculum for Excellence ensuring continuity and progression in learning and reflecting the priorities and vision for learners. The school has developed its approaches to planning for mathematics and numeracy across learning in line with Curriculum for Excellence. Planning formats allow for detailed recording and tracking of individual progress. As a result of the opportunities staff provide, children and young people are becoming increasingly independent and are taking responsibility for their learning.

The school has improved the curriculum to meet the needs of young people and has increased opportunities for achievement including national qualifications. Staff have carefully researched and selected courses and programmes which best meet the needs of the young people and lifeskills form an essential part of this. The school is now building a library of resources in National Qualifications that will meet the wide ranging needs of learners. The school has increased the range of work experience opportunities and this session all young people who were appropriate for work experience had very successful placements. These placements were tailored to the needs and interests of the young people. The school has also improved college experiences for senior pupils through evaluations of previous programmes, expansion of college providers and routine monitoring of experiences. As a result the young people now access more appropriate courses and this year the school has secured places in these colleges for all of those who are leaving.

The school has developed an assessment system that has led to more accurate identification of need and consequently learning outcomes that are specific, relevant and suitably challenging. The school works successfully with partner organisations and professionals in a range of ways to ensure the needs of pupils are met.³

The close monitoring of the planned outcomes set in Additional Support Plans has increased the quality of the self evaluation approaches used by all staff resulting in the identification of accurate and appropriate next steps. Outcomes for learners are shared across the school thereby ensuring that learning experiences are consistent and demonstrate progress. Extended day programmes for children and young people take account of the specific targets set by class teachers but also specify group learning outcomes, appropriate to the learning and communication needs of the young people. Transition meetings are well planned involving all relevant parties⁴ and are timed to ensure that the children and young people have the opportunity to prepare for change.⁵ At senior level all relevant staff, specialists, agencies and parents meet early to ensure that the transition runs smoothly. Where appropriate, the young person is offered experiences to help them select what they would like to do when they leave school. Senior pupils were invited to attend a conference organised by Learning and Teaching Scotland in Hampden to highlight good practice in work experience and enterprise. Classes take turns in organising the termly eco shop and members of the local community are invited. The shop allows pupils to reinforce skills in communication, handling money, working with others and many other aspects of learning.

³Functional visual assessment clinics now operate from the school on a weekly basis. They provide and gain further information related to visual functioning of pupils which impacts on aspects of learning and teaching. One teacher has responsibility for MOVE (Mobility Options Via Education) programmes and works closely with the physiotherapist and parents to maximise opportunities for physical movement. The school nurse has recently trained as a Sleep Scotland Councillor and will work with the school to identify pupils and families who can benefit from training and inclusion in the programme.

⁴For example, Careers Scotland, Sense Scotland, RNIB.

⁵Nursery pupils had weekly visits to prepare for transition to P1. Established links at the primary stage with a young person's local school continue into secondary, providing good social interaction with their local community.

The school has developed a series of graded reading books in a range of formats that are specific to the personal, individual needs of all the children and young people, for example Braille or Moon users. Books include topics, which are relevant to the children of Hazelwood School and are adapted and extended according to individual needs. Progress with reading and communication skills is tracked through learners' achievement of individual outcomes. Staff are continuing to extend the range of books and support materials that are available at each stage and language activities take account of the wide range of ability across the school. For some this means that their literacy skills have improved whilst others have an increased BSL sign vocabulary. Some children and young people with more complex needs are able to use tactile reading books as a focus for discussion and interaction with others.

A working group has developed the mathematics programme to include experiences and outcomes for pupils at early level and first level and programmes have been extended to cover a wider range of mathematical contexts. The programme challenges more able learners and meets the wide range of abilities in Hazelwood. Specific learning outcomes have been devised within the framework of Curriculum for Excellence experiences and outcomes and this ensures tracking is robust.

The school has continued to review and improve how they celebrate achievement. All learners continue to benefit from a more consistent and structured praise system. All children participate in weekly assemblies that provide the opportunity to recognise and celebrate the very individual and unique achievements of each young person. Staff are continuing to develop ways to record and incorporate the very specific achievements of all of the children and young people. Each child/young person now has an achievement portfolio which transfers with them as they progress through school.

3. Conclusion

Following a very positive report by HMIE, the school has continued to build on this success to continue to improve. Under the excellent leadership of the headteacher, the staff work very well together to meet the needs of all learners in partnership with parents and carers. The school is very well placed to continue to improve.

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