

# Hazelbeck Special School

## Inspection report

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<b>Unique Reference Number</b>	135231
<b>Local authority</b>	Bradford
<b>Inspection number</b>	364046
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Rosemary Eaton

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Of which number on roll in the sixth form</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Cole
<b>Headteacher</b>	Jill Burghardt
<b>Date of previous school inspection</b>	n/a
<b>School address</b>	Wagon Lane Bingley BD16 1EE
<b>Telephone number</b>	01274 777107
<b>Fax number</b>	n/a
<b>Email address</b>	hazjrb@haz.bradford.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine lessons each taught by a different teacher and held meetings with groups of students, members of the governing body and staff. They observed the school's work, and looked at displays, assessment information, records of leaders' monitoring activities, the school development plan and a range of policies. The 37 questionnaires returned by parents and carers were read and analysed as were those from students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness with which teaching and the curriculum meet students' needs.
- The impact of the school's work to improve students' attendance.
- The accuracy of leaders' evaluations of the school's performance.
- Whether recent developments in the sixth form are starting to have a positive effect on students' experiences.

## Information about the school

Hazelbeck caters for students with a diverse range of special educational needs and/or disabilities. Currently, the majority of students have severe learning difficulties. Around one in four students have moderate learning difficulties, a similar proportion has profound and multiple learning difficulties, and a few have autistic spectrum disorders. Many of the students have additional needs or disabilities such as physical disabilities, medical conditions and sensory impairments. The proportion of students known to be eligible for free school meals is well above the average for secondary schools. Half of the students are of Pakistani heritage. The majority of the others are White British. The school was established in April 2010 following the reorganisation of Bradford's special schools. Students were drawn from five closing schools and staff from 11. When it opened, the school operated on two sites on opposite sides of the city. In June 2011, it moved to its new accommodation where it is co-located with a mainstream secondary school, sharing some facilities such as dining rooms and the library. Since January 2011, the school has been led by an acting headteacher. The governing body is preparing to recruit a permanent headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Hazelbeck is a satisfactory school that is moving forward on all fronts. Since January 2011, the headteacher and deputy headteacher have tackled systematically and resolutely weaknesses identified earlier by a local authority review, in addition to managing the school's move to its new accommodation. For instance, by setting up a programme of assessments to establish precisely each student's level of attainment in English and mathematics, leaders ensured that teachers have the necessary secure information on which to base their planning. As a result of this and other measures, such as extensive and carefully tailored training opportunities, the quality of teaching has improved. Although teaching is satisfactory overall, the proportion of good teaching has increased and there is now, for example, consistency in the way in which lesson plans are written. The limited amount of information collected so far, together with other inspection evidence, indicates that students are making satisfactory progress. Teaching and the curriculum broadly meet students' needs but are still being fine-tuned in order to accelerate progress and so raise achievement. Leaders' accurate evaluation of the school's work and performance has identified that not enough of the courses followed in Key Stage 4 and the sixth form lead to accreditation that recognises students' achievements. Monitoring and evaluation are currently carried out by a relatively small group of senior leaders which means that fewer of the staff are in a position to take a lead in driving forward developments. Nevertheless, the trend of improvement in all aspects of the school shows clearly that there is satisfactory capacity to continue to improve.

Several features of the school's work are already good. These include the arrangements for care, guidance and support and also those for safeguarding students. The effectiveness of these procedures is partially owing to the school's good relationships with the wide range of agencies that are called on to help to meet students' needs. Parents and carers are also involved in these partnerships and are regularly given information, help and advice. The impact on students is seen, for example, in their good behaviour, improving attendance and the way in which individuals learn to take responsibility for their conduct. Additionally, students feel very safe in school, a view endorsed by their parents and carers.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Accelerate students' progress by:
  - ensuring that work is accurately matched to what each student needs to learn next
  - providing more opportunities for students to practice and apply literacy and numeracy skills in lessons across the curriculum and in real-life situations
  - increasing the use of aids to communication such as signs, symbols and electronic devices.
- Enhance the curriculum by increasing the amount and range of accreditation offered to students in Key Stage 4 and the sixth form.
- Improve the school's capacity to continue to improve by carrying out its plans to involve all senior and middle leaders in monitoring and evaluating the school's performance and driving improvements.

## Outcomes for individuals and groups of pupils

3
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Students say that they like learning new things and they show this by the speed with which they settle to work. Good and sometimes excellent behaviour in lessons helps students to concentrate on their tasks. Some have to make great physical efforts to take part in activities. They persevere, for example, to hold a spoon and stir during a food technology lesson. Students take pleasure in their own achievements and those of their classmates. They try hard to be as independent as possible and they cooperate readily with staff and other students. Learning slows when work is not sufficiently demanding or when there are not enough aids to help students to communicate or understand.

Their special educational needs and/or disabilities mean that students' attainment when they join and leave the school cannot usefully be compared to national expectations or averages. The school sets challenging targets for individuals to achieve and the indications are that they are making satisfactory progress towards meeting these. There is no evidence to suggest that any groups, such as students with additional special educational needs and/or disabilities, make faster or slower progress than others. No students gained external accreditation last year.

Students say that the reason they feel so safe is that the adults in school look after them. Additionally, older students in particular learn to take some responsibility for their own safety, for example, when using public transport or accessing social networking sites. Students are firmly of the opinion that there is no bullying in school. Rather, they care about their friends. 'We help them put their smiles back on', as one student expressed it. Students are polite and considerate. Those who find it hard to control their emotions learn strategies such as removing themselves from stressful situations. Students know about the main actions needed to ensure a healthy lifestyle and enjoy activities such as football and hydrotherapy. They take on tasks such as delivering registers and the school council has begun to exert an

influence, for example, requesting a change to the timing of morning break. However, students are willing and able to accept more responsibility and hence make a greater contribution to school life. Attendance rates are improving but are affected by a few students with particularly complex health issues. Most students attend regularly. Students learn about the world of work and they have well-developed social skills which enable them to share occasions such as lunchtimes with mainstream students. Their preparation for future life is hindered by a shortage of opportunities for them to apply skills such as reading or numeracy to solving problems, particularly those linked to everyday or working life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Lesson plans show clearly that teachers appreciate the different levels at which groups of students are working. Activities are adapted to take account of these differences. However, in some lessons the degree of challenge posed is not matched closely enough to what students know, understand and can do and what they need to learn next. This tends to mean that work is not hard enough to enable students to make more than steady progress. There are some, but not enough, good examples of adults using signing, symbols, objects or technology such as switches to enhance students' communication or aid their understanding. Training for both teachers and teaching assistants has led to support staff making greater contributions to learning. They are usually clear about their role and some are skilled in techniques such as asking questions to extend thinking.

A new curriculum has been in place for just a few weeks and is still bedding in. Already, for example, sixth form students are having a wider range of experiences. The needs of different groups of students are met appropriately, for instance, through sessions in the sensory room for students with profound and multiple learning difficulties or autistic spectrum disorders. Personal, social and health

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\*In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

education is well established and promotes students’ self-esteem effectively. Links between subjects are still developing and full advantage is not yet taken of opportunities to promote literacy and numeracy skills beyond English and mathematics lessons. Older students are following a narrow range of accredited courses. Other courses are being considered to provide more variety and clear pathways as students move up through the school. Links with colleges, other schools and agencies support the school’s effective and increasing programme of work-related learning. A small number of higher attaining students benefit from attending lessons in the co-located school.

Students and their circumstances are known very well indeed and so staff are able to quickly notice and respond to any changes which might indicate, for example, that a student is unwell. The roles of the staff with special responsibilities for students’ behaviour, care and therapies and for liaison with their parents and carers are well developed. As a result, the attendance and behaviour of individual students have improved and those students who need therapy are given the extra help they need. Good quality support and guidance about future options ensured that last summer all post-16 students moved on to one of a number of different colleges, embarking on courses well matched to their aspirations. Academic guidance is developing further as more assessment information is gathered.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and deputy headteacher have utilised their expertise and experience to the full, for example, to put in place a rigorous programme for monitoring all aspects of the school’s work. Teaching and learning are checked very thoroughly and teachers are expected to reflect on their own practice in order to help identify where improvements are required and to share good features. The outcomes of monitoring activities feed into comprehensive plans for moving the school forward. There has been insufficient time to enable all this work to be completed or for it to have its full intended impact on provision and outcomes. Additionally, the roles of some senior and middle leaders have not yet been developed. For example, only the headteacher and deputy headteacher are involved in making formal observations of teaching. There are examples of some other leaders identifying and pursuing developments but more need to share in the task of driving improvement.

The governing body is well organised and understands the school’s strengths and where more improvement is needed. Increasingly, governors are finding out information at first hand. To this end, working parties have been created and specific roles are being developed for individuals. The governing body helps to ensure that students are safe. Safeguarding procedures are robust. Staff are well trained and have regular updates on matters such as child protection procedures. The school

ensures that equal opportunities are provided for groups of students such as those who use wheelchairs. The deputy headteacher has devised an effective system for setting targets for students that takes account of their varying starting points. A relatively small amount of data from this system is currently available and this is being built up so that any gaps between different groups can be quickly and accurately identified and tackled. The school is a largely cohesive community where students from all backgrounds are valued and respected. Leaders are now actively reaching out to the local community and beyond.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

Students are happy in the sixth form and grow in confidence. They develop a degree of independence through, for example, preparing meals and using public transport. Assessment information and other evidence indicate that academic progress is satisfactory. Students are working towards a few forms of accreditation but these are not sufficient to recognise their achievements in all the courses they follow. Teaching is satisfactory overall and lessons are conducted in an encouraging and caring atmosphere. Variable levels of challenge are posed to students by different members of staff and on occasions there is too much adult direction or intervention. Staff are sometimes reluctant to step back and allow students to tackle problems independently. High priority is given to developing students' personal skills and preparing them for their future lives. As a result, for example, of their work experience placements, older students have realistic and varied career aspirations. The new leader has in a very short space of time already made improvements to the curriculum. Students have opted for the vocational courses they are following and the groundwork is being done to develop enterprise activities such as a café to be run by students. These new ventures are linked to students' college courses and students have helped to decide which ones are to go ahead, adding to their excitement at the prospect of working together as young adults. The leader's vision for the sixth form is very clear but has not yet been translated into written plans that have a precise timescale for their completion.



*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## **Views of parents and carers**

Most of the parents and carers returning the questionnaire indicated that they have positive views of the school. They are unanimous that the school keeps their children safe. A small number of parents and carers expressed misgivings about particular aspects of their children’s experiences. These were almost all beyond the scope of the inspection. While maintaining confidentiality, the issues raised were discussed with senior leaders who undertook to follow them up. The inspection endorsed the view of the parent or carer who commented that teaching is not always adapted well enough to students’ particular needs. There were also some positive comments about the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazelbeck Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	54	15	41	1	3	0	0
The school keeps my child safe	18	49	18	49	0	0	0	0
The school informs me about my child's progress	15	41	17	46	1	3	1	3
My child is making enough progress at this school	12	32	19	51	4	11	1	3
The teaching is good at this school	14	38	16	43	3	8	1	3
The school helps me to support my child's learning	13	35	16	43	6	16	0	0
The school helps my child to have a healthy lifestyle	9	24	24	65	3	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	22	21	57	6	16	1	3
The school meets my child's particular needs	12	32	17	46	6	16	1	3
The school deals effectively with unacceptable behaviour	11	30	20	54	2	5	0	0
The school takes account of my suggestions and concerns	11	30	18	49	5	14	1	3
The school is led and managed effectively	12	32	18	49	1	3	1	3
Overall, I am happy with my child's experience at this school	16	43	14	38	4	11	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 September 2011

Dear Students

### **Inspection of Hazelbeck Special School, Bingley, BD16 1EE**

Thank you for being so polite and helpful when we inspected your school. We enjoyed meeting you and seeing your smart new school. The students who talked to us made some very useful comments and helped us in our work. We decided that Hazelbeck is a satisfactory school. These are some of the things we found out about it.

- The school takes good care of you.
- You feel safe in school.
- You behave well.
- The school works together with your parents and carers and with lots of other people to give you the help you need.
- Your headteacher and deputy headteacher are making sure the school gets better all the time.

You are making steady progress. We think you could get on faster so we have asked the school to do three things.

- Make sure teachers give each of you work that is hard enough and use signing and pictures more to help you learn.
- Let the Key Stage 4 and sixth form students earn more awards so that everyone can see how hard they have worked.
- See that more of the teachers keep an eye on how well the school is doing and help it to improve.

We send each one of you our best wishes for the future.

Yours sincerely

Rosemary Eaton  
Lead inspector

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