



HAILEY HALL SCHOOL

Believe | Strive | Achieve

SEF SUMMARY 24/25 (Updated 18.2.25)

School Context

The main characteristics of the pupils and the communities served by the School.

- Hailey Hall is a converter Academy Special School for boys aged 11 – 16. We cater for boys who have social, emotional, behavioural, and mental health difficulties (SEMH). All our pupils have an Educational Health and Care Plan (EHCP).
- The percentage of Pupil Premium Pupils was 64% and Free School Meals pupils 60%.
- The percentage of pupils with specific diagnoses of Dyslexia or Specific Learning Difficulties was 14.2%, Autistic Spectrum Disorder 60% and Attention Deficit Hyperactivity Disorder 62%. Our cohort is evolving year on year, with an increase in pupils with mental health needs. 57% of pupils had some form of mental health intervention to support their mental health needs.
- In addition, 2 pupils are Children Looked After, 6 pupils are Children in Need, 2 Child Protection Pupils. 7 pupils whose families receiving early help being supported by SASH (Specialist Adolescents Support Hertfordshire), Families First or Families Solutions (Essex).
- Approximately 87% of our pupils are White British, with others being represented from either a variety of ethnic backgrounds, or not wishing to supply this information. This is based on numbers reporting.

Vision

- Our vision is to offer an outstanding and stimulating learning environment, where pupils are able to develop socially, academically, emotionally and have good mental health, in order to become effective citizens and life-long learners. We operate from a growth mind-set, that allows our pupils the possibility of overcoming their obstacles in life to fulfil their potential.
- We value the wider community as partners in the education of pupils. We promote co-production, encouraging parent/carers/families to join in our training and learn how we work with our pupils, so that this might support them at home.
- The Trustees and the Senior Management Team meet regularly to discuss the overall aims and longer-term strategies of the School. The school specialises in mental health, and our Strategic Plan outlines, amongst several other key priorities, our aspirations for excellence in the provision of this.

The school population and admission profile

- The School population is drawn mainly from all parts of Hertfordshire and Essex, especially the larger urban areas. Some pupils also come to us from Enfield. The urban areas contain socio-economically deprived housing estates. The rural areas contain small primary schools or larger secondary schools that cater for wide geographical catchments.
- The School offers up to 84 day places (September 2024). Our residential service closed on 31st August 2022, in order that additional space and resources could be offered to day pupils.
- The number of day places has therefore increased over the past three years to align with the overall SEMH Strategy of Herts County Council (HCC). HCC has also provided financial and building support for classroom development/provision of an alternative on-site provision called the Bridge, in the last three years.
- Most pupils admitted to the School are working below age-related expectations, have been permanently excluded from other provisions, and/or have missed a significant period of education.
- The School is experiencing a year-on-year rise in pupils with significant mental health needs.

Staff profile and development

- We have staff who have expertise in all the core subject areas, as well as the foundation subjects.
- We are keen to ensure that our staff cohort grows and develops during their tenure with the School. As a result, several of our unqualified teachers and teaching assistants have undergone qualification programmes to become qualified teachers.
- All staff are required to undertake continual professional development training to ensure that their knowledge and skills keep pace with changing statutory requirements and best practice.
- Staff have training and development targets to ensure that they achieve their personal best and that in turn, they meet the pupils' individual needs.
- During 23/24, all staff that have direct contact with pupils were introduced to a training programme focused on the Education Endowment Foundation's 5 A Day Principle. The 5-a-day principle, is designed around five key practices that all teachers can easily embed to ensure their learning is as impactful as possible. The impact of this training programme is demonstrable by the good academic progress made across the school, especially the great KS4 outcomes from our 23/24 year 11 cohort.

Progress made against previous inspections

The School's Development Plan has focused on all areas for improvement and development. A detailed evaluation of our progress and outstanding areas for development is undertaken each term, using the Ofsted 2019 framework and checklist (adapted from Ofsted's 2019 school inspection handbook).

The progress made against improvement requirements since the Ofsted inspection in Sept 2022 has been considerable, and the following evidence demonstrates that the issues requiring improvement in the relevant areas have progressed.

Development Planning 22/23 and 23/24	
The main areas that required improvement or were areas for development were:	Progress Made
In some subjects, including English, leaders have not designed a well-ordered curriculum that identifies precisely what they want pupils to know. This means that teachers do not know the detail of the information they need	<ul style="list-style-type: none">• The English curriculum has been developed with external specialist support. The curriculum is now well ordered and sequenced and where necessary, changed to ensure diversity and a broad range of texts for pupils to explore. The GCSE course has been changed for the GCSE Language only group, as the GCSE Language 2.0 course is more appropriate for this group due to its similarity to Functional Skills. It supports those pupils who struggle with the

<p>to check to understand how well pupils are achieving and what they need to do to improve. Leaders should make sure that they identify the important skills and knowledge that pupils need to learn in all subjects and that curriculum plans set out the order in which to teach them. Staff training should be focused on developing teachers' expertise and confidence to teach the school's full curriculum effectively.</p>	<p>continuous prose of the Eduqas exam paper. The introduction of the GCSE Language 2.0 has had a really positive impact with our highest GCSE English language grade being achieved through this pathway, in summer 23/24.</p> <ul style="list-style-type: none"> • There are now subject specific long and medium term plans for all subjects across the School. The impact is a well-sequenced curriculum that helps students make ties between their prior learnings to the latest material, understand the relationships between different topics, and build upon existing skills and knowledge. The impact of this shown through the pupil engagement with the curriculum and the good progress they make. • We continue to develop our curriculum to ensure it is adapted, designed, and developed to meet the needs of the individual. This is evidenced through regular line management, pupil progress meetings and department meetings where suitability and effectiveness of the curriculum is discussed and if necessary, adaptations are made. • Following an assessment that an increasing number of pupils wanted to do more humanities based work, a humanities course was introduced into year 9 from Sept 2023. This has had a very positive impact on the pupils as it not only broadens their curriculum but continues their love of learning in the subject. The foundations are now set to expand this subject into KS4. • New PSHE and RSE programmes were developed and implemented for 22/23 with very positive feedback from a specialist advisor in the summer of 22/23. • Staff training has been a key focus in 22/23 and 23/24 with individualised plans for those staff on particular pathways i.e. gaining QTS, English curriculum development etc. All staff have also been trained in other aspects of our curriculum, including meeting the needs of our highest attaining pupils, behaviour management, Prevent, curriculum design, county lines, mental health support for our pupils, and the Education Endowment Foundation's 5 A Day Principle. • Staff training includes the development of bespoke 1:1 mentoring and coaching support for new staff, and those new to the subject. Our induction programme ensures that all staff are equipped with the knowledge and skills to work at Hailey Hall. This is demonstrable through a recent staff survey where 96% of staff felt well supported, 92% feel leaders use professional development to encourage, challenge and support individual staff improvement. • Performance management includes staff training and development plans for staff who need additional support. • Teachers check pupil understanding regularly through the marking and feedback of pupil work and ensure this feedback is detailed and constructive to support pupils to make the best possible progress. This is evidenced in pupil work and contributes towards the good progress pupils make.
<p>Teachers do not identify precisely what pupils already know and can do in reading and writing when they join the school. They do not identify the knowledge that pupils have not learned in these subjects, so pupils do not achieve as well as they should. Leaders should ensure that teachers precisely identify the knowledge and skills in reading and writing where pupils' understanding is less secure. Teachers should use this information to plan teaching that helps pupils to catch up quickly and achieve well in reading and writing.</p>	<ul style="list-style-type: none"> • Baseline assessment activities are used to help gauge pupils' starting points and identify gaps in reading and writing when they start the school. When gaps are identified, swift support is put in place through 1:1 interventions, such as 'That Reading Thing'. 'That Reading Thing' meets the DfE's criteria for phonics interventions for older students as laid out in the 2021 Framework for Reading, it was initially created for teens in a school for boys with emotional and behavioural difficulties (now SEMH), which proved most beneficial for students aged over 11 with reading ages below 6 years. The programme has a more mature appeal but still uses the linguistic phonics approach due to its sound-to-print orientation. The teaching of grapheme-phoneme correspondences is ordered from simple to complex in age-appropriate vocabulary throughout the scheme. . In the summer term 15 pupils received English 1:1 Interventions: • 10 have been working through That Reading Thing/Forward with phonics (a new intervention introduced this term) to identify key areas to work on, as it identifies which sounds, they do and do not know. • 2 pupils have accessed spelling intervention. • 2 pupils have been working on functional skills/confidence building to support in class learning • 1 year 11 pupil was completing exam prep until study leave commenced. • 7/10 pupils completing a reading programme made progress against their baseline at the start of the intervention. The two who did not are new pupils who have not received the full intervention series yet. The final pupil achieved 45/45

	<p>on TRT assessment and it was decided a reading intervention was not needed. Both pupils receiving a spelling intervention have also made progress in their baseline scores.</p> <ul style="list-style-type: none"> • In addition to supporting pupils where there are gaps, we continue to develop reading skills for all our pupils, and as a result, it is a key element in the tutor programme. Through our tutor periods, we continue to develop reading and harness a love for reading through our Reading For Pleasure programme, Lexia and 'That Reading Thing'. There is a strong culture on the importance of reading and as a result, pupils regularly visit the school library to select books for their Reading For Pleasure programme. • The impact of our reading strategy has been good, with reading assessment data from Access Reading showing the positive progress our pupils make with their reading. Reading has improved across the school over this academic year with 31 pupils having made progress between their October and June baselines. We now have 16 pupils with a reading age 16+ (previous data capture was 11 pupils). This is a real achievement and shows that the interventions we have in place are having an impact on our pupils. • To ensure these pupils are still challenged, they focus their reading on suggested GCSE reading texts to read for pleasure and to support story development and support in developing a more sophisticated vocabulary. There is a mix of texts suitable for GCSE study and also novels and short stories for wider reading to challenge and inspire enquiring minds. These reading lists include novels and literary nonfiction by authors including Neil Gaiman, John Steinbeck, George Orwell, JRR Tolkien, Charles Dickens, and Emily Bronte. • We introduced a class reader for each form group in 23/24. These texts were in addition to the English curriculum texts and aim to provide the pupils with a breadth and depth of subject material which should support the pupils in learning about the world around them. This is to support the national initiative from the DfE on supporting pupils' fluency; staff model what good reading looks like. We recognise that proficiency in reading, writing and spoken language is vital for pupils' success. We also continued with Reading for Pleasure but added elements of reading fluency to the success criteria so that we could get the full picture of how our pupils are progressing. In addition to continued focus on reading, all staff were re-trained in how to monitor their tutor groups Lexia progress and the additional lesson created by the new timetable was used for additional literacy support. These lessons used Lexia resources and will be planned according to individual areas of concern. Pupils have made good progress, 82.2% of pupils have made at least 1 level of progress since September. 32.3% of pupils have made 2 levels of progress. 10.7% of pupils have made 3 levels of progress. • School assessment data is used to assess current attainment and progress of all pupils. Pupil progress meetings with teachers identify the pupils who are not making the necessary progress. Strategies and interventions are implemented to help these pupils achieve their full potential. Pupil progress documentation demonstrates the positive impact of supporting pupils to make progress. • We have reviewed our reading and writing strategy, and ensure our 1:1 interventions are having a positive impact. 7/10 pupils completing a reading programme made progress against their baseline at the start of the intervention. The two who did not are new pupils who have not received the full intervention series yet. The final pupil achieved 45/45 on TRT assessment and it was decided a reading intervention was not needed. Both pupils receiving a spelling intervention have also made progress in their baseline scores. • Evidence of progress can be seen in achievement data and reading, writing and spelling tests.
<p>While most pupils remain in education and achieve well in the subjects offered, the range of opportunities for pupils to gain</p>	<ul style="list-style-type: none"> • . Through curriculum reviews, we recognised an emerging trend of pupils wanting to engage more with the humanities curriculum beyond Year 8. As a result, we introduced structured humanities lessons for all Year 9 groups during the 2023–2024 academic year, with the intention of extending this into Key Stage 4 in the future.

qualifications is not broad enough. As a result, some pupils are limited in their choices when they leave the school. Leaders should continue their work to develop the curriculum further so that pupils have access to the qualifications they need to take the next steps in education, employment and/or training at the end of Year 11.

- Positive verbal feedback was received from pupils via student voice and learning conversations with Mr Aldiss. Pupils expressed enthusiasm for the subject, and this early feedback has supported the introduction of a KS4 humanities course, which will launch in September 2025. This course aligns with pupils' interests and enhances their learning experience, reinforcing the value of expanding humanities options at KS4.
- We also recognised a pupil had a passion for photography. As a result, we created a bespoke curriculum pathway that allowed him to achieve a GCSE 7 in this subject. In addition, we also introduced a GCSE Physics qualification to our science curriculum, to stretch and challenge highest attaining pupils. This has enabled a pupil to only achieve a Level 2 Distinction* in science, but also a grade 5 in GCSE physics. To further increase the range of opportunities for pupils to gain qualifications, the introduction of GCSE Language 2.0 resulting in 4 pupils gaining a GCSE, including a grade 4.
- We aim to continue to broaden our curriculum further with the introduction of an additional qualification in year 10 for all pupils from September 2025. KS4 Humanities will now be an available option subject for all Y10 pupils, this was launched to pupils and Prent/carers during our Options evening at the start of the 2024-2025 academic year. In addition to this the Alternative Learning Program is being expanded further with Fast Forward Vocational Training being added to the existing curriculum offer. Fast Forward are specialist training providers focusing on mechanics with an embedded SEMH programme designed and accredited by SYUK.
- The curriculum is now designed to ensure all pupils have access to the qualifications they need and this is evident in the destinations our pupils take after Hailey Hall. For example, destination data for 22/23 year 11's, showed that all except 1 pupil maintained further education, training or employment throughout 23/24 . All except 1 of our 23/24 leavers are enrolled on college courses or are at a post-16 school, as shown in the table below. This demonstrates the impact of the guidance and support we offer all our pupils to ensure they progress onto the next stage of their lives.

Hailey Hall leavers 23/24

STUDENT	Date of leaving	Destination on leaving	Attended Full/Part time
Student 1	Jul-24	<u>Colchester Institute, Braintree Campus</u> <u>" Step 2"</u>	FULL TIME
Student 2	Jul-24	<u>Oaklands College</u> <u>Level 1 - Motor Mechanics</u>	FULL TIME
		<u>Herts Regional College (HRC)</u> <u>Turnford Campus</u>	

	Student 3	Jul-24	<u>Level 1- Motor Mechanics</u>	FULL TIME
	Student 4	Jul-24	<u>Herts Regional College (HRC)</u> <u>Turnford Campus</u> <u>Level 2 - Sports (THFC)</u>	FULL TIME
	Student 5	Jul-24	<u>North Herts College</u> <u>Level EL3 - Construction Skills</u>	FULL TIME
	Student 6	Jul-24	<u>Harlow College</u> <u>" Supported Studies"</u>	FULL TIME
	Student 7	Jul-24	<u>Herts Regional College (HRC)</u> <u>Turnford Campus</u> <u>Level 3 - Creative Media Production</u>	FULL TIME
	Student 8	Jul-24	<u>Oaklands College</u> <u>Level 3 - ICT</u>	FULL TIME
	Student 9	Jul-24	<u>Chancellors School, Sixth Form</u> <u>A- Levels 1) Physics, 2) Maths.</u>	FULL TIME
	Student 10	Jul-24	<u>Colchester Institute, Braintree</u> <u>Campus</u> <u>"Skills to Succeed"</u>	FULL TIME

	Student 11	Jul-24	Harlow College <u>Level 1 - Building Services</u>	FULL TIME
	Student 12	Jul-24	Herts Regional College (HRC) Turnford Campus <u>Level 2 - Information Technology</u>	FULL TIME
	Student 13	Jul-24	Herts Regional College (HRC) Turnford Campus <u>Level 2 - Information Technology</u>	FULL TIME
	Student 14	Jul-24	Is not engaging with any agency. NEET	FULL TIME
	Student 15	Jul-24	Herts Regional College (HRC) Turnford Campus <u>Level 1 - introduction to creative industries</u>	FULL TIME
	Student16	Jul-24	Herts Regional College (HRC) Turnford Campus <u>Level 2 - Information Technology</u>	FULL TIME
	Student 17	Jul-24	North Herts College <u>Level 2 - Public Service Course</u>	FULL TIME
	Student 18		North Herts College <u>Level 1 - Construction Skills</u>	

	Jul-24		FULL TIME
Student 19	Jul-24	<u>Central Training Group (Stevenage)</u> <u>Bespoke timetable</u>	FULL TIME
Student 20	Jul-24	<u>Support from HCC</u> <u>Bespoke Timetable</u>	FULL TIME
Student 21	Jul-24	<u>Herts Regional college (HRC) Ware Campus</u> <u>Level 2 - Art and Design</u>	FULL TIME

Please note that all pupils secured their placements before receiving their examination results. Additionally, there are a range of factors for why a pupil might initially be admitted onto a L1/2 qualification. i.e., A gateway qualification, the qualification is related to their SEMH needs and/or certain qualifications require completion of a L1 qualification at the setting before progressing to L2.

- We are proud of the breadth of qualifications our pupils go onto, ranging from motor mechanics to A-Levels. This also demonstrates the impact of personalized approach to ensure our pupils go onto the correct course for them as individuals. This further demonstrates the progress made to ensure that pupils have access to the qualifications they need to take the next steps in education, employment and/or training at the end of Year 11.
- Medium and long-term curriculum planning now ensures that we are continually reassessing the curriculum offered to ensure it meets the needs of our pupils:
 - At KS4, the core subjects English, Maths, Science are taught, as well as Employability and PSHCE (RSE). In addition, pupils choose their options from a range of subjects on offer when they are in year 9, including: craft, music, sport, food technology, art, photography and IT.
 - At KS4, students work towards their GCSEs and Functional skills in Maths and English.
 - New PSHE and RSE programmes were developed and implemented from 22/23.

<p>Trustees evaluate some of the aspects of leaders' work well. However, they do not routinely request or receive all the information they need to identify trends in pupils' behaviour and link them to aspects of the quality of provision. This weakens their capacity to support further improvements. Trustees should ensure that they have all the information they need to hold leaders to account effectively so that the quality of education and pupils' behaviour continue to improve.</p>	<p><i>Since the previous inspection, trustees have acted to improve how they work with school leaders (Ofsted September 2022)</i></p> <p>Trustees:</p> <ul style="list-style-type: none"> • Are actively involved in school improvement planning and school self-evaluation. • Continue to develop the vision, ethos and strategic direction of the School. • Hold bi-annual vision meeting with trustees and members, to develop a 5 year strategic plan. • Ensure they challenge leaders about pupils' achievements and progress, and the impact of actions taken to improve the quality of education • Trustees are more effective in ensuring they request the correct information from leaders, in sufficient detail, including types of behaviour incidents and how leaders use this to inform the curriculum. • Oversee the financial performance of the school, making sure money is well spent including pupil premium. • Hold regular meetings between Chair Of Trustees and Headteacher. • Trustee involvement with curriculum design has also been a priority. We now have link trustees linked to English, maths and PSHCE (RSE). These link trustees meet with subject staff and discuss and scrutinise the curriculum to gain an understanding of the curriculum and its design. Link trustees also join senior leaders on lesson observations to see how the curriculum is implemented. • The impact of these developments has ensured Trustees hold leaders to account and ensure the quality of education has improved, with a broadened curriculum including mental health support, introduction of additional qualifications and most importantly, better outcomes for pupils.
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QUALITY OF EDUCATION

Intent

Curriculum Design and Coverage

- All subjects have their own curriculum Intent, which is aligned with the whole school Intent. This is shared with all teaching staff, to generate awareness of curricula for all subject areas. This helps develop cross curricula work (cross curricula days etc.). Literacy and numeracy are embedded into all schemes of work. For example - Year 8/ Biology/Autumn Term – where scaffolded writing frames are used. Marking and feedback across all curriculum areas is used as a tool to develop spelling, punctuation and grammar.
- Following the Ofsted report in September 2022, The English programme has been developed with external specialist support. This has been broadened to encompass a broad range of texts for pupils. The GCSE language course has been further adapted with the introduction of an additional qualification, to support pupils who struggle with continuous prose of the Eduqas exam paper. This has resulted in good outcomes in English literature and GCSE language.
- The Introduction of a History course into year 9 was implemented in 23/24, with further expansion into KS4 planned after this.
- The curriculum was changed to adapt for home learning following Covid-19. A full curriculum can now be delivered remotely, with reasonable adjustments being made for practical based subjects. Laptops are provided to all pupils for home learning purposes. A Covid Catch Up curriculum for each subject area was developed, which does not limit the breadth of curriculum offered.
- Practice is shared with other outstanding SEMH schools, such as Roman Fields, Millgate School and Batchwood School in the development of the curriculum. The impact of this collaboration can be seen through the development of our English curriculum.
- Mental Health is an integral part of the School's curriculum offer. A School Counsellor and Art Therapist work on-site to respond to the specific needs of pupils and staff providing strategies to help them engage more fully with life and education. In addition, general Protective Behaviour training is provided to all staff, and specific Protected Behaviour training is provided to some individual TA's. Part of their role is to deliver 1:1 and small group therapeutic work to pupils, to support ongoing mental health needs.

- The NHS Broxbourne Mental Health Team is accommodated at Hailey Hall, and the Mental Health Practitioner offers pupils' mental health support for mild/moderate anxiety, low mood and emotional regulation. Group work/workshops for pupils, staff and parents/carers for self-help interventions are also offered. The positive impact of these interventions is demonstrable through case studies which show holistic progress with achievement, attendance, behaviour etc. We use Motional, which is an online tool that is used to measure the wellbeing and resilience of all pupils termly. Data is imputed by tutor for all pupils in school of our pupils. As well as a measure of impact it is also a useful tool to identify needs of wellbeing interventions. In addition to motional we use a simple wellbeing questionnaire that get the views and feelings of the pupil, that is also used to measure impact and identify needs.t
- Lego workshops are now offered to pupils at Hailey Hall which support the development of the pupil's social skills and evolve their abilities to work effectively as part of a team.
- Regular moderation with other schools (e.g., Batchwood School) allows for comparison of curriculum content and assessment. This ensures that the curriculum offer is ambitious and meets the needs of our pupils.
- The Curriculum is continually developed and aligned with the School's longer-term Strategic Plan:
 - To continue to meet the needs of our pupils, we introduced a new provision called The Bridge to complement our existing curriculum offer, in 23/24. The Bridge is a bespoke provision for highly anxious students with complex multiple needs, typically SEMH combined with ASD and Communication and interaction. These often include extreme levels of anxiety, sensory difficulties, significant gaps in learning, other mental health disorders, significant difficulties with emotional regulation, social interaction, and ASD/C. The Bridge aims to meet the needs of pupils who currently cannot access the full school community or curriculum by improving their academic outcomes, attendance, social independence and reintegrating them back into the main school community. By integrating Zones of Regulation sessions into Bridge learning, pupils who attended have begun to recognise behavioural patterns and signals that link to different emotional states. Understanding how to recognise feelings such as anxiety, anger, frustration and sorrow within themselves has allowed for Bridge pupils to work on an 'emotional toolkit'- trialling regulation strategies in a safe, scripted and low-stakes environment.
 - The impact of the ability to identify strategies for different emotions has been very positive for school life. Pupils who engaged in this provision have become far more capable of managing extended periods of time in learning environments, with some pupils increasing their timetabled schooling by nearly 80% over the last academic year. Additionally, the ability to manage emotions saw a reduction in behaviour slips and suspensions involving Bridge pupils, as well as an uptake in attendance. Short- term Bridge accessibility to reduce anxiety and increase pupil attendance has been successful, with longer term provision resulting in individuals coming off PSPs and reductions in their risk assessment.
 - Understandably, this had a positive effect on academic progress. Pupils who entered the Bridge provision in Autumn 2 23/24 made an average of 15 months of progress in Maths by Summer 2. Within the same timeframe, these pupils also made an average of 15.5 months of progress in Reading and an average of 12 months of progress in spelling. Additionally, a year 8 pupil was also able to be entered for a Function Skills entry level 1 exam during their time in the Bridge.
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 - Increased alternative provisions/pathways for KS3 with established links with Focus First Academy. This new provision has proven paramount in meeting the needs of one pupil who was at risk of permanent exclusion.
 - A review was undertaken for Humanities and Life Skills. The Life Skills curriculum includes the Life Skills Passport, which demonstrates how each pupil is progressing towards independence.
- The Curriculum Maps show depth and breadth of learning taking place throughout the School. Evidence in lesson observations, curriculum reviews, Schemes of Work and HfL reports identify that subject leaders know why they are teaching their curriculum, have identified the important skills and knowledge the pupils need, and in what sequence to embed their teaching (learning, remembering, applying the knowledge and skills gained).90% of parents agree that the School has high expectations for their child (Parent Survey April 2024).
- Assemblies address the School's values of Believe, Strive, Achieve and serve to challenge pupils' thinking so that they can be successful working towards their passions and interests.
- The evidence gathered as part of the destination data, pupil progress meetings, curriculum reviews and career pathway documentation identify that School Leaders are supporting pupils to maximise their opportunities for work and further training when they leave Hailey Hall, e.g., destination data for 22/23 year 11's, showed that all except 1 pupil maintained further education, training or employment throughout 23/24. All 23/24 leavers are enrolled in college courses or post-16.

- The Pupil Premium Strategy/audit identifies individual needs academically, socially, emotionally and from a mental health perspective, together with proposing resources/strategies to meet these needs. The impact is measured in a range of ways as described previously using case studies, Motional and Wellbeing questionnaires.
- The School's HIP assesses the School's curriculum and quality assures this with the Headteacher, as part of her regular review meetings. In particular, she has looked at English and Maths as part of her support for the School.

Curriculum Planning

- Curriculum planning clearly identifies subject-specific long-term and medium-term planning. This is available for all subjects across the School. Life Skills, SMSC and British Values are also mapped in all subjects.
- The progress, destination, and outcomes, evidence the impact the current curriculum has on pupils. This also informs further development of the curriculum (evidenced by the introduction of a humanities course into year 9).
- We have been commended on our provision to develop skills for employment, evidenced through the level 2 Employability Programme.
- Our Gatsby benchmarks are consistently very good. On a recent assessment we achieved 100% on 7 of the 8 Gatsby benchmarks, while still achieving 70% on the 8th benchmark, for which we have a clear plan for improvement. These results put Hailey Hall above the national average for all schools and demonstrates the impact of the work we do with careers. On the 8th of July a further assessment was conducted where 100% was achieved in all 8 Gatsby benchmarks

Breadth of Curriculum

- Evidence can be seen in curriculum reviews and Curriculum Maps. At KS4, core subjects of Maths, English and Science are taught, as well as Employability and PSHCE. At KS4 a range of subjects are offered/taught (including craft, music, sport, food tech and IT) and pupils work towards GCSEs and Functional Skills in Maths, English language, English literature, Art, Physics. New PSHE/RSE programmes have been developed for Sept 2022/23, with the introduction of a Humanities course scheduled for Sept 2023. The external HfL RSE Advisor specifically commented on the *'huge transformation in terms of the PSHE/RSE programmes, led by the Senior Leadership'*. In addition, 90% of parents feel like *'there is a good range of subjects available to their child at this school'* (Parent Survey April 2024).
- Passions and interests are embodied, resulting in most pupils remaining in education, moving to employment or training.
- Our Curriculum Policy shows a holistic approach to meeting educational needs in addition to social, emotional and mental health needs. 97% of parents agree that *'the school supports their child's wider development.'* (Parent Survey April 2024).

Implementation

Quality of teaching and learning

- Curriculum reviews evidence that teachers have a full understanding of the courses that they teach and the relevance of these.
- Performance Management, staff training records, CPD plans for teachers and teaching assistants', evidence that there are training and development plans tailored to individual needs. Bespoke one-to-one mentoring and coaching support programmes are also provided for our new teachers from an experienced middle leader. 100% of staff feel *'Leaders use professional development to encourage, challenge and support individual staff improvement'*. (Staff Survey April 2024).
- Examples of CPD:
 - Grow Your Own approach to developing new teachers (two staff members have gained QTLS, two have completed their NQT year and one has completed the second year of certificate of education.)
 - Education Endowment Foundation's 'Five-a-day' principle
 - Metacognition
 - Handwriting skills
 - Protective Behaviours
 - Reading
 - A comprehensive staff induction programme is in place to ensure that staff are equipped with the skills and knowledge to work at Hailey Hall.
 - Ongoing curriculum CPD delivered to all staff, can also be evidenced in the Curriculum Maps, British Values, SMSC and the curriculum audit. Curriculum Leads mentor/support less experienced or new staff to the sector/subject. This is evidenced in performance management documentation and by the extensive support/training for new DT teachers in 22/23 and 23/24.
 - A thorough knowledge of the age-related expectations across the curriculum in all key stages is used to plan learning for all levels of ability well. This is evidenced through pupil progress meetings, work scrutiny and lesson observations.

- SLT scrutinise evidence in books/folders/records which demonstrate that teachers check pupils' understanding. Lesson observations and behaviour data evidence good staff questioning to encourage pupils to explain their answers, and gain confidence in lessons. *'Pupils achieve well in subjects such as art. This is because leaders check that pupils already know and have conducted a curriculum that builds on pupils' existing knowledge and skills.'* (Ofsted Sept 2022).
- Our teaching is designed to help pupils remember over the long term, the content they have learned, and how to integrate knowledge. This is evidenced in pupil progress meetings, work scrutiny and one-to-one bespoke interventions. Guidance regarding this is also outlined in Curriculum Policy and Teaching and Learning Policy. *'Pupils become fluent in mathematics because teachers give them more time to practice what they have learned before they approach more complex tasks.'* (Ofsted Sept 2022).

Assessment and feedback

- Assessment is used, as evidenced in work scrutiny, lesson observations, book looks, marking and feedback. For example: work scrutiny evidences many modes of assessment and regular moderation (moderation forms).
- External/internal verification of coursework evidence consistent current use of assessment. PowerBi is utilised to join up data to inform of emerging trends and generate appropriate interventions.
- Work scrutiny focuses on long-term learning, and evidence in book looks and lesson observations demonstrates that learning is effectively sequenced to enable pupils to absorb the long-term content taught.
- Regular pupil progress meetings between curriculum leads and teachers, together with lesson observations, assess each pupils' progress, impact of interventions and learning requirements.
- Achievement data, spelling, reading and writing tests, evidence the progress made following interventions to reinforce learning content and aid long term memory.

Curriculum adaption to meet the needs of our pupils.

- To ensure that individual needs are met, regular line management/department meetings are held where suitability of the curriculum is discussed/adapted. For example, the RSE curriculum is adapted to take account of emerging concerns following media reporting on Andrew Tate/misogyny.
- The Life Skill's Passport further evidences each pupil's increasing fluency and independence, and the Curriculum Map evidences how the Curriculum will meet the needs of learners.
- The review of curricula evidences the development of each curriculum area over time, and the Curriculum Policy/Teaching/Learning and Assessment Policy, evidence how the curriculum is designed to meet the needs of pupils and the School's ambitions for the continuing development of pupils' knowledge, skills and abilities.
- Evidence in most pupils' books/work shows a level of differentiated challenge. This is part of our quality assurance processes, where samples of books are routinely scrutinised to ensure policy is being adhered to. Support is offered to staff who need development in this area and is a focus of our 5 A Day teaching and learning approach across the school.
- Cross curricula Cultural Capital off-site visits demonstrate the focus in this area.
- The impact of the curriculum interventions to meet individual SEN needs can be evidenced in the therapy worker's SDQ's, progress as a result of bespoke one-to-one support sessions and the Pupil Premium Strategy.
- Minutes/feedback of the Pupil Voice meetings evidence how they are taking charge of their learning.
- Teachers create an environment which focuses on pupils, ensuring that teaching materials are appropriate and support the curriculum intent. This is evidenced via tutor boards, electronic set up of Home Learning, and in lesson observations and book looks.
- Our quality assurance processes tell us that teachers plan and deliver highly effective lessons, taking into account any adaptations that may be required to allow individual pupils to achieve ambitious outcomes.
- HfL Safeguarding Review (Summer 2022) evidences a safe learning environment that is productive for learning and keeping individuals safe. *'There is a clear understanding of the central role that safeguarding, and the development of protective behaviours have, in ensuring students at the School are able to keep themselves and others safe'. There are audits completed annually by the DSL and a plan for the Discovery Trust to complete a review in the 2024-25 academic year. To ensure this is ongoing.*

Reading and numeracy

- Reading is a key element of the tutor programme: Reading for Pleasure, Lexia and 'That Reading Thing' data demonstrates the progress and love for reading our pupils have.

- Pupils regularly select books from the School library for their 'Reading for Pleasure' Programme with the reading for pleasure programme is reading fluency and reading comprehension. Pupils are making good progress, 82.2% of pupils have made at least 1 level of progress since September. 32.3% of pupils have made 2 levels of progress. 10.7% of pupils have made 3 levels of progress.. That Reading Thing resulting in 80% progress from those following 'That Reading Thing.'
- Reading assessment data (Access Reading) shows positive reading progress; 75% of pupils made progress in reading between November 2023 and June 2024, and 11 pupils have a reading age of 17+.
- Evidence in pupil's books/work demonstrates they are able to apply mathematical knowledge, concepts and procedures effectively. The impact of this can be seen in pupil outcomes with pupils achieving above and beyond their end of KS4 maths targets achieving GCSE's 5's and 6's.
- Numeracy is also a key focus for the school and those needing additional support are done so with 1:1 interventions using UCAN maths. UCAN was advised by SPLD specialist advisory team, as the intervention highlights the basic numerical concept gaps that pupils are missing. It also works around a game/short sharp intervention that works well with our pupils. It then solely only focuses on the areas in which the baseline assessed they are struggling to target these areas only, rather than following a whole programme that may include areas in which they are secure. In the summer term 15 pupils received English 1:1 Interventions:
 - 10 have been working through That Reading Thing/Forward with phonics (a new intervention introduced this term) to identify key areas to work on, as it identifies which sounds, they do and do not know.
 - 2 pupils have accessed spelling intervention.
 - 2 pupils have been working on functional skills/confidence building to support in class learning
 - 1 year 11 pupil was completing exam prep until study leave commenced.
 - 7/10 pupils completing a reading programme made progress against their baseline at the start of the intervention. The two who did not are new pupils who have not received the full intervention series yet. The final pupil achieved 45/45 on TRT assessment and it was decided a reading intervention was not needed. Both pupils receiving a spelling intervention have also made progress in their baseline scores.

Impact

School assessment data

- Compared with National/Local schools' outcomes for similar types of Schools, our achievements are very good. There is evidence of sustained and continuous improvement, as follows:
 - In comparison with other Hertfordshire SEMH schools our Progress 8 score from Summer 2024, when contextualised, is good at -1.09 and is an improvement on 2023's P8 score of -1.22 and 2022's P8 score of -1.55. 2024's P8 score is the best the school has had, excluding the Covid years 2020 and 2021. When comparing 2023 P8 data for National State Special Schools (most up to date data available) at -1.69 with Hailey Hall's 2023 score of -1.22 and 2024 score -1.09, it clearly demonstrates how well our pupils achieved compared to those with similar needs.
 - 100% of pupils achieved FFT targets in English Literature and 63% in English Language, which is an improvement on 2023 results. 4 pupils also achieved a level 2 pass (equivalent to GCSE 4) in English functional skills.
 - 94% of pupils meeting or exceeding functional skills English targets.
 - 91% of pupils meeting or exceeding functional skills maths targets
 - 2 GCSE 6's in maths
 - 100% achieved targets in Art, with most pupils exceeding targets
 - GCSE 5 in Physics
 - 100% of pupils achieved or exceeded targets in vocational subjects of Science, Employability, Food and Cookery and Creative Craft
 - Good quality work across the curriculum demonstrates development of detailed knowledge and skills. Evidenced in pupil books.
 - KS4 Assessment results are very good. All pupils entered for exams gained the qualification required to progress to their desired destination.

- 97% of parents *'feel their child does well at School'*. (Parent survey April 2024)

Preparedness for next stage of education

- 100% of 21/22, 22/23 and 23/24 leavers went onto further education, training or employment.
- An excellent KS2/3 transition programme is delivered, where our engagement support worker builds relationships with primary schools, parents and pupils. Taster days and a Summer School are arranged for new year 7's. The impact of these programmes is our year 7's feel prepared and supported, resulting in 100% attendance on their first day in September 2024. 100% of parents agree that *'the School gives their son the support they need to succeed.'* (Parent survey April 2024).
- *Pupils explained how the School helped them to learn to be safe and independent young people and prepared them for the next stage in their learning.'* (HfL Summer 2022).
- Statistics demonstrate that in 18/19, all leavers went into employment/training or education. In 19/20 this was 94% and in 20/21, 21/22, 22/23 and 23/24 it was 100%.

Areas of strength

- Good curriculum planning with all subject areas having a clear Intent, which is aligned to the whole school Intent. Implementation is good, with overwhelming majority of lessons consistently graded as Good/Outstanding.
- The impact of our curriculum is good with pupils making good progress and outcomes in year 11 are very good.
- Moderation with other schools ensures that the curriculum offer is ambitious and meets the needs of our pupils.
- We have bespoke staff CPD programmes, which develop individuals to support them along their career pathways.
- Focused and targeted interventions in place for individuals to address gaps and accelerate progress.

BEHAVIOUR AND ATTITUDES

Expectations for pupils' behaviour and conduct.

"Pupils respect each other, and behaviour is good (Ofsted Sept 2022).

Our expectations for pupil behaviour and conduct are consistently high which is evidenced as follows:

- An external behaviour review was undertaken by Herts for Learning (HfL). This review was positive and identified improved and consistent behaviour management throughout the School. Our Behaviour for Learning Policy was updated to include recommendations from the review.
- Subsequently, excellent pupil behaviour was acknowledged in HfL RSE and Safeguarding review reports (Summer 2022)
- Disruption of all types is not tolerated and is challenged by staff. This is evidenced by:
 - Behaviour data/case studies; showing positive trends
 - Lesson observations; impact of high pupil engagement in lessons and positive behaviour and conduct.
- Pupils whose behaviour is of concern are provided with quick and supportive interventions, evidenced by weekly SLT meetings, where behaviour is a standing agenda item focusing on pupils at risk/identified cohorts, emerging trends and monitoring/supporting school to home communication. Pupils are also discussed each morning and afternoon with whole staff meetings.
- SLT support staff in managing behaviour. Evidenced as follows:
 - SLT behaviour action sheets demonstrate leaders supporting staff in managing behaviour daily
 - Staff surveys demonstrate they feel supported by SLT. In April 2024 92% of staff felt senior leaders supported staff in managing behaviour, and 90% of staff felt that pupils' behaviour was at least good
 - All staff are required to undertake training to develop their behaviour management through Herts STEPS
- Leaders modified daily routine at break time and lunchtime to reduce negative behaviour incidences. Lunchtime and break time was reduced, to allow for more structured time in enrichment etc. The impact of this was a reduction in poor behaviour during morning break. This is evidenced in the Behaviourwatch data.

- Leaders recognised afternoon teaching sessions had the highest levels of poor behaviours. In response, the school day was remapped to ensure most learning time came earlier in the day. The impact was a reduction in poor behaviour in the afternoons, evidenced by the Behaviourwatch data.
- The impact of whole school behaviour initiatives can also be evidenced as follows:
 - PSP's- Intervention demonstrates reduction in negative behaviour for individuals on Pastoral Support Plans
 - Counselling - strengths and difficulties questionnaire demonstrates a modification of negative behaviour
 - One to one in-class support - individual one to one support for individuals demonstrates an improvement
 - One to one out of class education intervention demonstrates improvement
 - Anti-bullying (Diana Award)

Bullying and discrimination

- A positive environment is created in which bullying is not tolerated. This is evidenced through relationship education during group work with our counsellor, art therapist, classwork in PSHCE, behaviour logs, case studies, anti-bullying week and assemblies/activities throughout the year. Safeguarding/Child Protection and the Behaviour for Learning Policies also provide evidence of the systems that are in place throughout the School to support pupils to build positive relationships. *'Staff are skilled at supporting pupils to make positive behaviour decisions'* (Ofsted Sept 2022).
- Observations of interactions between pupils and staff demonstrate that relationships amongst these groups reflect a positive and respectful culture. Pupils also state that they feel safe and can speak to staff with concerns which is evidenced in the CPOMs and Pupil Surveys. *'Pupils say that bullying doesn't really happen. They know there are adults in school to help them if they have concerns.'* (Ofsted Sept 2022).
- External mentors and onsite mental health interventions identify support to pupils to promote respect and safety. This is evidenced in case studies/SDQ and soft skills data.
- The School has identified and trained students as anti-bullying ambassadors – which is highly effective in promoting peer to peer support (HfL review Summer 2022).
- *100% of parents agree that 'if their child has been bullied, the school dealt with it quickly and effectively'.* (Parent Survey April 2024).
- The Diana Anti-bullying award has been acknowledged by Ofsted as being very successful. *'Pupils take on significant roles with great pride,,,they help younger pupils manage their behaviour. As a result pupils respect each other.'* (Ofsted Sept 2022).

Attendance and punctuality data

'Leaders support pupils to value their education and attend school' (Ofsted Sept 2022).

- Whole school end of year attendance figure for 23/24 was 81%, compared to national data for pupils with an EHCP (not necessarily in a special school) of 82.9% which is positive, however we continue to strive to increase our attendance.
- There is evidence of improvement in behaviour and attendance of our pupils evidenced through our ALP programme, group intervention case studies, and school rewards systems (transition from extrinsic to self- motivation). Pupils are also able to access their behaviour data to monitor their progress, via their tutor and *'Pupils enjoy weekly celebration assemblies where they receive recognition for their hard work and effort.'* (Ofsted Sept 2022).
- There are also rigorous systems in place to monitor attendance/punctuality and engage pupils with high absence or lateness problems. School attendance initiatives, such as home visits, parental meetings, regular school contact and referrals to the attendance officer, have also ensured attendance is optimised.
- Case studies detail the support in place for individual pupils to improve attendance (Autumn 2023 Attendance Report).
- An increased range of interventions and tracking/monitoring systems has promoted swift action to maintain and improve attendance. *'Leaders follow up on absences meticulously.'* (Ofsted Sept 2022).

Attitudes to learning

- Pupils' attitudes to their education are positive. This is evidenced through work and books which demonstrate consistently good presentation. Lesson observations and pupil survey outcomes evidence that pupils are taking their work seriously, take pride in their work, are motivated and are able to show resilience. *'Pupils work hard and achieve 'respect points' for kindness and being a role model.'* (Ofsted Sept 2022).
- Pupils bring their work to show members of SLT, and displays around the School show the pride that pupils take in their work.

Exclusion data: suspensions and permanent exclusions

- Internal exclusions are used where necessary and are solution focused. Evidence of this can be seen in the R&R logs. SLT scrutinise, and where appropriate consult with other school leaders over all evidence obtained on incidents before any decision is made, ensuring consistent and fair decision making.

- Pupils are reintegrated, with their parents/carers, following suspensions. The evidence contained in reintegration documents demonstrates strategies to support the pupil moving forward, with restorative justice being used when appropriate.
- There is evidence of success stories; pupils who have been suspended, are now back in school and making good progress.
- The school has seen an increase in pupil numbers and those with challenging behaviour. Although suspension numbers are broadly aligned with similar schools, these are still high. Whilst these have reduced in the last term, there will be a focus to reduce these further in 24/25.

Relations among staff and pupils

'Pupils are safe and well cared for at Hailey Hall. Lessons and break times are calm.' (Ofsted Sept 2022)

- Good relationships are evidenced by:
 - Observations between staff and pupils in and around school
 - Pupil surveys demonstrate that most pupils feel safe in school and feel able to speak to staff. *'Students feel safe in school and around the school site. They know there are staff they can speak toSLT are approachable ... and they feel comfortable to speak with the DSL.'* (HfL safeguarding Review Summer 2022)
 - Pupils readily enjoy sitting with staff at lunchtime and share their experiences of the school day
- The School for Learning Behaviour and Safeguarding /Child Protection Policy evidence the systems and structures in place to protect pupils and build positive relationships.
- Initiatives such as safeguarding assemblies, development of 'Pupil Wellbeing Champions' and external and onsite mental health interventions provide pupils with support and information to keep safe and build effective relationships.

Areas of strength

- Pupil behaviour is consistently good and harbours an excellent environment for learning.
- Staff are extremely well trained and experienced when dealing with pupil behaviour.
- Bullying is not tolerated, and we proactively approach this with the introduction of anti-bullying ambassadors.
- Contextualised, our attendance is consistently good

PERSONAL DEVELOPMENT

SMSC

'Leaders promote pupils' personal development well overall. They support pupils to value their education ...A strong programme of guidance helps to prepare them to take the next steps when they leave the School. This includes careers advice and work experience' (Ofsted Sept 2022).

- Our work to enhance pupils' SMSC development is of high quality, evidenced in our PSHCE curriculum which allows pupils to track their own development. The Life Skills passport also demonstrates that skills are acquired beyond the academic, vocational and technical curricula.
- SMSC is mapped through the curriculum and evidenced in everyday teaching. Specific evidence of how the School enhances pupils' SMSC and the impact of this can be seen in the following:

<ul style="list-style-type: none"> ○ Healthy schools' agenda ○ Rewards system ○ Behaviour/Community Cohesions and British Values /Safeguarding Policies ○ Mental Health Support Worker ○ Pupil Voice ○ Humanities Curriculum ○ School assembly rota 	<ul style="list-style-type: none"> ○ Breaking The Chain drama performance ○ Black history month ○ Anti-bullying ○ Diana award ○ Sex education ○ Careers programme/policy ○ Charities and cross curricular days ○ Lives Not Knives
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Character Education

- Our curriculum, and the School's effective wider work, supports pupils to be confident, resilient, independent and develop strength of character. This is evidenced in the Work Experience Programme, Peer Mentoring, Life Skills Passport (which develops independence and relationships skills), and the new Careers' Programme.
- Character education is evidenced through soft skills, which is intrinsically threaded through our curriculum and is assessed through Motional, which was introduced in 22/23. In addition, community work (pupils supporting the elderly in neighbouring Care Home, Community Cake Sale etc) also evidences character education. Additionally, Haileybury pupils, as part of their community service, role model to our pupils how to be resilient, confident and independent.

PSHE

- High quality pastoral support is provided to our pupils to ensure that they can maintain health, active lifestyle, and have an age-appropriate understanding of healthy relationships. In order to ensure this, we have relevant PSHCE/RSE (Relationships and Sex Education) and Behaviour Policies. We also deliver the 'Sexplain' programme and ensure that the PE and Food Technology curriculum embeds and educates the pupils regarding healthy lifestyle, mental wellbeing and healthy eating. The impact of this can be evidenced through the in-house/mental health intervention/counsellor and protective behaviours. Further evidence is also provided in pupil questionnaires.

Opportunities to nurture, develop and stretch pupils' talents and interests

- Individual teaching and mental health programmes are used to track passions and interests.
- Individual interventions, such as PH tennis and Tree Surgery are provided with Pupil Premium funding, and the work experience opportunities, Careers Programme, lunch/enrichment clubs, boarding activities, rewards trips and sporting/technology tournaments are all aligned to pupils' passions and interests.
- The Humanities curriculum provides a range of diverse experiential opportunities outside of the normal learning environment.

British Values

- We prepare pupils for Modern Britain effectively through initiatives such as; pupil voice elections, in-house general election vote, inclusion of local community in celebration of D-Day landings, themed assemblies (i.e., Remembrance Day, Good Citizenship), school displays, anti-bullying activities, Restorative Justice (rule of law) and the Diana Award.
- SMSC is also mapped across the curriculum, and mutual respect can be evidenced through lesson observations.

Equality of Opportunity

- This is promoted through our Equality Policy. Evidence in Pupil Surveys indicates that pupils are happy to discuss this in a non-judgemental way.
- Cross curricula days celebrate personal differences and similarities around the world (e.g., Black History Month, Jeans for Genes Day, Remembrance Day and Holocaust work).
- There are opportunities for pupils to work with, and meet, a range of pupils and adults, e.g., through work experience, careers visits, tournaments, external clubs and the Humanities Curriculum. Anti-Bullying week has increased pupils' understanding and tolerance of difference. This is evidenced in pupil surveys, and in-school general election which demonstrates that pupils can engage with different views, beliefs and opinions.

Pupil Voice and Peer Leadership

Pupils are given meaningful opportunities to understand how to be responsible, respectful and active citizens through the following:

- Pupil Voice – by promoting things such as recycling, charity days, change to school day timings, uniform and behaviour
- Pupils are able to role model positive behaviours during programmes such as Summer School (supporting year 6 transitional pupils) and Sports' Leaders Programme.
- Other initiatives, such as the in-house general election, Diana Award, whole school charity events (red nose day, local food bank' Help for Heroes, Jeans for Genes day etc.) evidence ways in which pupils can contribute positively to society, and how to be responsible and respectful citizens.

Preparation for the next stage of learning/careers guidance

- Our Careers Lead has developed a full and enriched Careers' Programme which is now an integral part of the education offering for our pupils. An element of the website is dedicated to our Careers' Programme. This is aligned to achievement of the Gatsby Benchmarks (Compass audit April 2023), and the Enterprise Co-Ordinator for the National Careers Enterprise Company has commended the Lead for Careers on his work in this area. The success of this programme can be evidenced in the impact of work experience, case study assessment data, development of interview skills, demonstrating that we are meeting the Gatsby Benchmarks.

- Enriching trips to different organisations were arranged for pupils across different year groups, as part of the Gatsby Benchmark 5 criteria ('Encounters with Employers and Employees'). These included trips to The Computacentre at Hatfield, KSK in Stevenage and the Herts Fire and Rescue service. *'Pupils benefit from a well-considered programme of enrichment activities and experiences beyond the School's academic offer. This includes a wide variety of trips... (Ofsted Sept 2022).*
- Success of the Careers Programme is evidenced by the continuously low numbers of NEET pupils. (Only 1 for 21/22 by the end of August 2023 and none for the 22/23. There is only 1 pupil who is NEET from the 23/24 cohort)
- Excellent work experience programme, with all year 10's engaging in work experience (Summer 2024). This is evidenced by meetings with employers and employees.

Areas of strength

- SMSC is mapped through the curriculum and evidenced in everyday teaching and planning.
- Our careers and work experience programmes are real strengths and develop confident, resilient, independent young people, who are ready for the world of work.
- We create bespoke, individualised experiences that appeal to individual passions and interests.
- We promote and adhere to British Values across the School and ensure pupils have a forum to express their views
- Collaborative work with Haileybury College including our mentoring programme and strengthened relationships with our neighbouring home for the elderly.
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LEADERSHIP & MANAGEMENT

School Development Plan

The School Development Plan, as the main driver for whole school improvement, has challenging targets to ensure that our leaders have a clear and ambitious vision for providing high-quality education for all pupils, and to ensure that we aim towards being a good/outstanding school:

- The following highlights evidence to demonstrate strong practice, values and policies:
 - Individual action plans developed and completed for each area for development and improvement - lead by individual members of SLT
 - The School's curriculum intent and implementation are embedded securely across the School (with a particular focus on English): This is evidenced by:
 - Working with the English Advisor from HfL to generate an action plan to improve clear success pathways, reading and writing strategy and 1: 1 interventions
 - Trustee involvement in curriculum design (links for English, Maths and PSHCE)
 - Drive to develop RSE through PSHCE, rather than delivering through every subject. Now have enhanced curriculum map and baseline/end of unit assessments to ensure evidence of statutory learning outcomes. Excellent feedback received from HFL on this change in approach.
 - PMR targets linked to SDP in PMR's from Leadership level downwards
 - Review of governance undertaken to meet required standards
 - Review of Pupil Premium undertaken successfully, to identify and cater for individual needs and Pupil Premium strategy is being monitored regularly with good Trustee scrutiny.
 - School policies are effective and reviewed regularly to ensure any recommended improvements are included
 - Processes in place to review template and content of policies and procedures at trustee committee level, where necessary
- The Development Plan also implements the longer-term strategic aims, including:
 - The role out of our IT strategy to ensure that all pupils are equipped with the hardware and software they need to achieve
 - Conversion of redundant boarding space to offer a nurture space to meet the evolving needs of SEMH pupils, thereby developing and enhancing the curriculum offer.

- Evidence of high-quality education can be seen in exam results, progress data, destination data (all 23/24 year 11 pupils are either in further education, training or employment).

Continuous Professional Development – teachers' subject, pedagogical and pedagogical content knowledge

Our leaders focus on improving teachers' subject, pedagogical content and knowledge to enhance teaching of the curriculum and good assessment. This is evidenced by the following:

- Shared CPD calendar created focusing on T&L, Behaviour, SEN needs.
- SENDCo successfully completed the NASENCo qualification.
- 5 SLT members are now trained DDSL's.
- Regular moderation takes place with linked good/oustanding schools (e.g., Batchwood and Millgate)
- We encourage and develop unqualified teachers. In the last couple of years two staff members have gained QTLS, two have completed their NQT year and one has completed the second year of certificate of education.
- Development of the School's mental health strategic approach, enabling us to better meet the needs of individual pupils with strategies in place for the development of 1:1 basic skills, small group and individual sessions. Case studies demonstrate evidence of progress.
- A robust PMR system in place with smart objectives and CPD targets linked to SDP/strategic objectives.
- Whole staff training sessions, evidenced by Tuesday programme of training, and INSET Training.
- TA training programme developed and ongoing.

Leaders aim to ensure that pupils successfully complete programmes of study

- Interventions are tailored to individual need, to enable the best progress for pupils, such as; linking curriculum to pupils' passions and interests, Pupil Passports, Risk Reduction Plans, Access Reading/Access Maths and Vernon Spelling Test data is used to identify pupils who need more support with basic skills, individualised mental health assessments and individual sessions for Pupil Premium pupils.
- Other support interventions, such as 'That Reading Thing', Reading for Pleasure, MathsWatch, Lexia, 121 Literacy and Numeracy Support, Home Learning/Catch up sessions, Easter School and individualised support/study programmes have resulted in good examination results and progression opportunities.
- Pupils at risk of permanent exclusion, or who have been suspended are given support through reintegration meetings, PSPs, Emergency EHCP reviews, liaisons with external agencies, bespoke educational programmes, our alternative learning programme, mental health strategies etc. The avoidance of permanent exclusion by using the above interventions can be evidenced for two pupils in particular.

Parents and local community

- Our leaders engage effectively with pupils and parents by regularly contacting parents/carers of at risk pupils, and via parent consultation evenings/newsletters/reintegration meetings/EHCP meetings and coffee mornings with the Headteacher and Chair of Trustees. Evidence that communication is improved is identified in Pupil Voice minutes, School parent/pupil survey feedback, EHCP documents, home liaison visits etc.
- Acting on feedback from parents, the timings of options evenings have been changed to give parents/carers and pupils more time to ensure they are choosing the correct pathways.
- Parent Survey (April 2024) shows that 97% feel the School communicates effectively, 100% feel that concerns are dealt with effectively, 97% feel that the School is well led and managed, 97% feel that the School lets them know how their child is doing, 100% feel that they receive valuable information about their child's progress. 100% would recommend the School to another parent and 92% feel that the School makes them aware of what their child has learned during the year.
- Effective communication with the community is made via engagement with local services and agencies, such as; work experience/careers visits, liaison with police/fire brigade, care agencies, Special Heads' meetings, Local Authority staff (School Nurse/Attendance officer) and local schools etc. This is evidenced in reports of monitoring visits, notes of meetings with agencies, EHCPs, correspondence with LA staff, minutes of consortium groups created with local special schools etc.
- Enhanced informal partnership working with other SEMH schools, e.g., aligning internal training days for collaborative work, moderation visits.

Staff mental health and wellbeing

Leaders engage with their staff and take account of the main pressure on them by:

- Introducing new reporting systems to enable more efficient entry of reports, and streamlining target setting.
- New home learning platform with resources available to support with planning and preparing.
- Monitoring of staff's directed time and creation of well-being group with feedback to Senior Leaders.

- Providing regular opportunities for feedback to subject leads, including weekly meetings and protected line management meeting time.
- Developing robust policies to ensure a fair and consistent approach to personal management, and ensuring development is integral through performance management and CPD plans.
- Introduction of a 2-week October half term, in recognition of the pressures of a long Autumn Term.
- Staff Survey (April 2024), shows 100% are proud to be members of the School, 96% feel that leaders use professional development to encourage and support improvement, 92% feel that leaders have created a climate in which staff are trusted to take risks and innovate, 92% feel that the School is well led and managed, 92% feel well supported, 88% feel that they are treated fairly and with respect, 88% feel that leaders consider their wellbeing, 100% feel that they have someone to go to at work if they need support and 100% of staff enjoy working at the School.
- The School protects staff from bullying and harassment by ensuring there are robust policies in place to apply fair and consistent practice and the provision of good and up to date people management training to senior and middle managers. Staff surveys identify that bullying and harassment is not an issue.

Governance

'Since the last inspection, trustees have acted to improve how they work with school leaders.' (Ofsted Sept 2022)

- Trustees are actively involved in school development planning and evaluation. A Governance review was undertaken by Herts CC in 2019/20, the outcome of which enabled; governance roles and responsibilities to be clearly defined, a restructuring of committee groups, development of a CPD programme for all trustees and Trustees' leadership on the development of the School's vision and Strategic Plan. The governance structure/training documents evidence this, together with notes/minutes of discussions regarding the Strategic Plan and the draft development of this.
- Minutes of committee meetings also evidence a more robust level of scrutiny and questioning of School Leaders relating to pupils' achievements and progress, impact of actions to improve the quality of education and details about behaviour incidents and how this informs the curriculum.
- The Chair of Trustees meets the Headteacher before each Board meeting, and the Chair of Finance and Premises (F&P) regularly liaises with the business and finance team to ensure that budget paperwork is in order for presentation to the F&P Committee. Scrutiny of the School's financial performance can be evidenced in the F&P minutes.
- The Safeguarding Lead reports to the Trustees and updates regularly regarding Safeguarding and Prevent Training, and the HR Lead reports on all equality issues. All policies regarding these are submitted to the HR Committee and the Board for scrutiny.
- Link Trustees visit regularly and report the findings of their visit back to Committees. A Trustee link for safeguarding was appointed to ensure further scrutiny of this.

Safeguarding

'Pupils are safe and well cared for at Hailey Hall' (Ofsted Sept 2022)

- The School adopts policies, procedures, and recommendations from Herts CC with regard to Safeguarding and Child Protection. This ensures compliance with the Government's statutory 'Keeping Children Safe in Education' (KCSIE) guidance. Pupil Survey (April 2024) identified that 84% of pupils feel safe in school and 100% of parents feel their child is safe in school.
- All staff are trained with regard to Safeguarding and Prevent, which is evidenced in training and attendance logs. Certificates are also given to staff to confirm this. A weekly staff quiz is held which evidences a high level of safeguarding knowledge and keeps this topic live. *'Leaders and adults make sure they know pupils well...staff are well placed to spot signs that may mean a pupil is at risk.'* (Ofsted Sept 2022).
- HfL Safeguarding Review (Summer 2022): States staff are able to explain signs of neglect or abuse, pupils feel safe in school and know there are staff/a trusted adult they can talk to. Pupils can explain how the School helps them to learn and be safe.
- CPOM's is used to record safeguarding issues and relevant staff are trained to use this, together with other procedures for reporting and dealing with safeguarding concerns. This is evidenced in training records and via the standard of the CPOMs records.
- Relationships and Health Education is an integral part of the curriculum, and this, together with relevant assemblies, give pupils greater knowledge/awareness of appropriate relationships. This is evidenced through the Life Skills Passport, soft skills, pupil surveys and 'Pupil Passports'.
- Inline with new KCSiE 2024 requirements around filtering and monitoring, our Smoothwall IT programme alerts the Safeguarding Lead to inappropriate internet use and allows swift action to be taken, while informing the curriculum for its development to address any causes for concern.

The School follows safer recruitment practices by:

- Ensuring staff and trustees are up to date regarding interview training.
- Accurate maintenance and development of the Single Central Record, as per government regulation.

- Ensuring recruitment and appointment processes comply with 'Safer recruitment' practice and regulation.
- Allegations against staff are recorded and due processes followed, to ensure that pupils are safe. This is evidenced in complaint and disciplinary investigations and records. 'Leaders carry out all necessary employment checks on staff and safeguarding checks on visitors..' (Ofsted Sept 2022)
- Excellent professional relationships are developed with all agencies involved in pupils and families, this is evidenced by very positive feedback from professionals and outcomes for pupils.

Areas of strength

- The School Development Plan is ambitious with challenging targets to ensure that we have a clear and ambitious vision for providing high-quality education for all pupils.
- Clear long-term strategic planning which involves all stakeholders.
- Very effective communication with parents who are also given a forum to share their thoughts and experiences with the Headteacher and Chair of Trustees.
- Senior leaders are conscious and sensitive to the mental health and wellbeing of staff, with professional support provided to those in need.
- Trustees are actively involved in school development planning and evaluation
- Safeguarding in the School is excellent, where robust training, practice and policies ensure that safeguarding is prevalent in all the school community (HfL Safeguarding Review (Report Summer 2022)).
- New target setting approach implemented across the school, allows data to be used to clearly identify individuals' areas of need. As a result, interventions are put in place to drive individual progress.
- Trustees ensure they challenge leaders rigorously about pupils' achievements and progress, and the impact of actions taken to improve the quality of education, while also ensuring they request the correct information from leaders