

HAZELWICK SCHOOL

“FROM A SEA OF BLUE
TO AN OCEAN OF GREEN”

Ann Fearon, Headteacher



I am immensely proud of how staff and students at Hazelwick School in Crawley, West Sussex have rapidly increased our achievement. RAISEonline in 2013 showed a VA score of 973.2, against a sea of blue, which rose to 1028.6 in 2015, completely changing colour to an ocean of green, giving us a Progress 8 score of 0.50, placing us in the top 10% of schools nationally for progress and winning us two prestigious awards from the SSAT and DfE.

With a history of GCSE attainment figures above the national average and a significantly strong EBacc score, the relatively poor progress results of 2013 were cause for concern and the catalyst for change, which began a culture shift throughout the whole school community. We began by asking staff the question, “What is the main aim for our school?” and the overwhelming response drove our new vision statement: “For each and every student to achieve their maximum potential – academically, socially, morally and culturally”. A newly embedded language of progress brought a 21st century perspective to the school’s 63 year-old motto: “Effort achieves”.

Accountability

The forensic analysis of frequently-collected assessment data, with an in-house replication of RAISEonline-style data in real time, has given the SLT and Heads of Department far greater accuracy in monitoring and improving student

progress throughout the year against their demanding challenge targets. All teaching staff have been given the tools and terminology to undertake regular analysis of their own teaching groups in terms of progress. At the INSET sessions on the opening day of each academic year, all staff are required to complete an SLT-style post-exam analysis of their own classes, increasing individual staff accountability and contributing to the rigorous departmental analysis of results.

A Valued Community

Students feel valued and supported: ‘Pupils were keen to share with inspectors that they feel that staff care for them and understand their needs’ (Ofsted 2016). Our academy freedoms have enabled us to invest in our students with personalised, bespoke services and by the employment of additional specialist staff, including an Education Welfare Officer, Educational Psychologist, Inclusion Welfare Officer, Counsellors and School Nurses. Our Pupil Premium students are supported by a team of Pupil Premium academic mentors. Over the last few years, the school has also been transformed physically: every teaching space has been refurbished to the highest standards, new facilities have been built, including a multi-purpose fitness suite, canteen and single-access toilets throughout the school.





Everyone in the vibrant Hazelwick community, regardless of their role, knows how important a part they play in achieving the school's vision. Staff feel highly valued and supported: 'Morale is very high and their sense of pride in the school's improvement over recent years is shared by pupils and parents.'



Developing Staff

Our imaginative recruitment strategies have enabled us to build an extremely strong staff team. The induction programme provided for NQTs and new staff has been held up as best practice and the development opportunities offered to all staff, enhanced by a varied and personalised CPD programme, have resulted in high levels of retention, giving stability, continuity and consistency: 'You have recruited wisely and invested in training staff to create a talented and dedicated team with clear lines of responsibility for academic and pastoral leadership. This has led to significantly improved standards of achievement'. A relentless focus on high-quality teaching and learning includes regular SLT lesson drop-ins and frequent scrutiny of

feedback and marking. Staff have regular involvement in the sharing of best practice, with the fortnightly '15 minute forum' and a regular full staff session of peer-to-peer sharing of best practice in a 'speed dating' format. 'Improvements to teaching have ensured that standards have risen and all groups of pupils make increased progress from their starting points'.



Sixth Form

Our large Sixth Form has also benefited from the same unwavering focus on progress, with consistent use of the L3VA tracker. The creation of dedicated sixth form study areas, staffed by two full-time study supervisors, has transformed "free lessons" into "directed time" for purposeful and structured independent learning.

Every child, every lesson

As Headteacher, my constant challenge has always been: "Would this be good enough for my child?" Now, this powerful measure for all that we do is accompanied by another school-wide mantra: "Progress for every child, every lesson."

