

# Hamilton Lodge School School Profile July 2009

## Chair of Governors: Ms Charlotte Holtam

The school profile provides a standard format for schools to report annually to parents/carers. It includes information about the school's performance and broader achievements, both in and beyond the classroom. The profile replaces the Governors' Annual Report.

The school profile sets out how well the school is doing, how its performance compares locally and nationally and its strengths and plans for improvement.

A school's profile contains the following information:

- What have been our successes this year?
- What are we trying to improve?
- How have our results changed over time?
- How are we making sure that every child receives teaching to meet their individual needs?
- How are we working with parents, carers and the community?
- What have pupils told us about the school and what have we done as a result?
- How do we make sure our pupils are healthy, safe and well supported?
- What activities and options are available to pupils?
- What do our pupils do after leaving the school?
- What have we done in response to our Ofsted reports?
- How do our absence rates compare with other schools?

### **What have been our successes this year?**

- An Ofsted/Care Standards report November 2008 which judged the school to be 'good' with outstanding features (accessible on school's website).
- Introduction & embedding of new accreditations:  
AQA Certification Units  
Duke of Edinburgh Award
- School secondary drama production of 'Cinderella goes Abba' held over 3 performances and shown to parents, carers, friends, members of the deaf community and other local special schools.
- An extremely positive response by parents/carers when completing a questionnaire covering all aspects of the school's provision.
- Participation in the National Deaf 5 a-side Football Competition in Derby.
- We participated in the Sussex Parallel Games and had some outstanding individual successes.

### **What are we trying to improve?**

- To extend both the range and analysis of data available within the school
- To become a more sustainable School
- To establish an effective system of Governor/Trustee self-evaluation including the structure and effectiveness of meetings
- To fully embed the Assessment for Learning strategy across all areas of the school
- For the school to explore and establish different ways of improving signing skills amongst parents and carers.

### **How have our results changed over time?**

- Our end of Key Stage 4 examination results can be viewed on our school website. This involves small groups of pupils and it is not always useful to make comparisons year on year. However, in both of the last two years 2007 & 2008, all students achieved at least 3 GCSE or equivalent passes.
- In both 2007 & 2008 all Key Stage 4 pupils achieved Level 2 in the certification awarded by the Council for the Advancement in Communication with Deaf People.
- All pupils achieved accreditations across all areas of the curriculum either at GCSE or Entry Level.
- The majority of pupils in Year 10 achieving their Bronze Duke of Edinburgh Award.

## **How are we making sure that every child receives teaching to meet their individual needs?**

- Before entry to the school pupils and their parents/carers visit the school, pupils attend the school for an admission day/overnight stay, a visit is made to the pupil in their primary school and background information is studied. In this way a picture can be built up to help each child to settle successfully into the school.
- Curriculum development has particularly focused on accreditations which can specifically match the needs of individual pupils.
- We continue to offer our pupils a range of GCSE, Entry Level and Unit Award courses .
- We have a well established work experience programme which particularly focuses on individual pupils having opportunities to build on their independence skills, confidence and self-esteem.
- We have continued to build on links with two local colleges and our pupils in Years 11 & 12 attend courses which prepare them for transition into further education.
- Our pupil support team ensures that pupils have focussed support including careful deployment of teaching assistants both to individual pupils and to particular teaching groups.
- Teachers are able to access in-service training to help them to further develop their teaching skills.
- Pupils have direct access to their individual targets so that they can monitor their progress through discussions with their class tutor.

## **How are we working with parents/carers and the community?**

- Our annual parents/carers survey had an extremely positive response across all areas of the school's provision including Teaching and Learning, Communication and Behavioural and Pastoral Care.
- Our weekly school newspaper with contributions from pupils, staff & parents/carers keeps parents/carers informed of activities within the school and individual and group achievements.
- Parents/carers are able to email or phone into the school directly and receive a response the same day.
- Many parents/carers have an ongoing dialogue with tutors and keyworkers to ensure that we are working together to promote individual pupil's academic and social/emotional development.
- Parents/carers were sent a summary of the topics that pupils would be studying within each curriculum area.

- There are two parent/carer consultation meetings held during the year and additionally there is an annual review meeting for each pupil to ensure that we are meeting their needs as specified in their individual statements.
- Our secondary drama production gave an extra performance which was attended by local schools and colleges for pupils with special needs.
- Pupils in the school continued to support a school for deaf children in Ethiopia including writing letters and raising funds.

### **What have pupils told us about the school and what have we done as a result?**

- All pupils have the opportunity to be school council representatives which meets weekly and is also attended by the Head Teacher.
- The School Council has particularly focussed on improving the activities available at break times and working towards Healthy Schools and Eco Schools awards.
- Residential pupils have asked for certain improvements in after school activities. As a result the garden area at the rear of the girls' residential house has been upgraded and leisure time games computer equipment has been purchased.
- Residential pupils have been consulted on colour schemes as part of our ongoing redecoration programme.

### **How do we make sure our pupils are healthy, safe and well-supported?**

- Our Ofsted/Care Standards Report of December 2008 judged that the School's provision is outstanding across the five areas of the Every Child Matters Agenda: Staying Safe, Being Healthy, Enjoying & Achieving, Making a Positive Contribution and Achieving Economic Wellbeing.
- Risk Assessments are carried out prior to any activity that poses a potential risk to health & safety. This applies especially to off site visits.
- There is always a good exchange of information between parents/carers, tutors and key workers to ensure that pupils are well supported and that we are meeting their social and emotional needs.
- We have an Assistant-Head for Support for Learning whose role includes meeting with pupils who are either referred or self-refer to discuss issues related to their personal development.
- We have a formally established link with an outreach NHS service providing consultative support for staff, parents/carers and individual counselling for pupils around issues related to social, emotional development and mental health issues.
- We work closely with the school caterers to ensure that healthy food options are available.

- We have an established eco group within the school and are working to ensure that sustainability is embedded across the curriculum and is reflected in our whole school policies.
- All pupils take part in an active sports programme with competitions held throughout the year.

### **What activities and options are available to pupils?**

- Pupils take part in a variety of sports activities in the community including competitions and workshops.
- The Primary Department offer a range of activities to suit individual interests including gardening, cookery, drama and film production.
- The Secondary Department offer a range of activities to suit individual interests including motor vehicle studies, child care, work experience, The Duke of Edinburgh Award, presentations from ex- pupils and off site visits as part of the normal curriculum.
- Residential pupils can access a range of activities including sports, drama, training courses, cookery, shopping, theatre & cinema including specially signed or subtitled performances.

### **What do our pupils do after leaving this school?**

- All students who left the school in July 2008 went on to courses at Colleges of Further Education. These colleges were either within their own Local Authority and provided interpreter and tutorial support or specialist colleges for deaf students.
- Many ex-students come back to visit us and are given the opportunity to meet with our pupils to talk about their experiences since leaving school which includes college, in some cases University and employment across a wide range of occupations.

### **What have we done in response to Ofsted?**

Our last Ofsted report in November 2008 stated that we were a “good” school with outstanding features but made the following suggestions to help us further improve the school:

- more accuracy in National Curriculum target setting and assessment so that individual pupil progress over time can be effectively monitored.
- pupils should be more involved in work-based targets particularly by targets related to National Curriculum levels and level descriptors.
- Only the most important areas for development should be highlighted in the School Development Plan.

- Governors should have more first hand insight into the School's work particularly with regard to the impact of decisions that have been taken by the Leadership Team/Governors.
- The structure of central records should enable key information to be accessed more easily – specifically internal notes, accident reporting, incident recording, child protection and the complaints procedure.

### How do our absence rates compare with other schools?

	Hamilton Lodge School 2006-2007	Hamilton Lodge School 2007-2008	Special Schools Nationally
% of half days where pupils were in attendance	94.3%	90.7%	88.5%
% of half days missed through authorised absence	5.7%	9.3%	9.1%
% of half days missed through unauthorised absence	0%	0%	2.3%

