How Haslam Park turned everyday conversations into richer evidence

Read how Haslam Park Primary School captures book looks, learning walks and pupil voice as evidence by talking them through, then maps it in Intelligent Evidence.

About the school

Haslam Park Primary School has high pupil mobility, so the data can look completely different from one year to the next. Some children are on roll for seven years, and others arrive mid-year speaking no English. Over 10% of pupils hold an EHCP, the school runs a dedicated ASD unit, and there is significant SEND representation in every classroom.

That means headline data never tells the full story. Getting the broadest possible range of evidence, not just the numbers, matters more here than in most schools.

> "That headline data doesn't tell anywhere near the full story of our school.
>
> It's really important for us to create the broadest range of evidence that we can possibly get, because that Ofsted grade is just so important."



Kati-Ann Roughley
Headteacher, Haslam Park Primary School

The challenge

Before Intelligent Evidence, self-evaluation ran on the usual cycle: a self-standing SEF, written and rewritten separately from the evidence sitting in books, notes and conversations around the school.

And even once collected, plenty of good evidence simply evaporated. Ask any leader in a busy school how many good observations, feedback points or pupil comments get lost between happening and being written down, and the answer is usually: most of them.

The solution

A more forensic conversation, before transcription even entered the picture

Uploading evidence into Intelligent Evidence sharpened things immediately. Katie compares it to the old APP grid – a scaffold that lets you tick off what's met, spot the gap, and go and meet it, rather than staring at the whole picture at once.

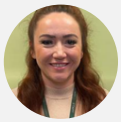
Learning how to use transcription well: observe first, capture after

Emily, Teaching & Learning Lead, started with pupil voice, then moved on to a

learning walk and a book look. The learning walk taught her what didn't work: narrating live, in the moment, while children were in the room.

The fix was simple once they talked it through: do the walk itself with no mic running, then step back afterwards and talk through a set of prompts against what had just been seen – the same discipline that made the book look work.

"It's best used in terms of going and doing the activity and then stepping back with a series of prompts and articulating against those prompts at that moment, literally as you finished, 'What have I just seen?'"



Emily Griffin
Assistant Headteacher, Haslam Park Primary School

The book look, by contrast, worked from the first attempt once she pre-planned three questions and simply said out loud what she saw, book by book, pupil by pupil.

Picking up evidence the person in the room hadn't consciously clocked

The book look also surfaced something Emily hadn't realised she'd said. A passing comment about red pen use, repeated across two pupils' books, came back in the summary as a flagged next step – before she'd spotted the pattern herself.

Katie sees the same effect on the objectives themselves – dense, multi-part Ofsted statements that are hard to hold in your head, matched automatically to evidence Katie hadn't thought to log as evidence at all.

"It matched evidence I'd never even thought of logging. It's helped me understand the Ofsted objectives much more clearly."



Emily Griffin
Assistant Headteacher, Haslam Park Primary School

More present with the children, not less

For pupil voice specifically, not writing while listening changed the conversation itself.

Katie is clear that this hasn't taken anything human out of the process – it's protected it.

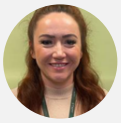
The results

An afternoon's book look in twenty minutes

Emily can put a real figure on the difference for a book look: gathering the books, acclimatising, opening the laptop, typing up findings and next steps against a moderation lens used to be an afternoon's work.

With transcription, it took about twenty minutes.

"You're probably looking taking all afternoon for a good forensic book look, particularly in year six at this time of year, but I think it took me about 20 minutes."



Emily Griffin
Assistant Headteacher, Haslam Park Primary School

Hours, days, weeks – and evidence you can trust

Katie sees the same gain at the whole-school level. Self-evaluation and the associated data-gathering – IDSR work in particular – used to consume enormous amounts of time; now much of it is already there, freeing the SIP conversation to focus on next steps rather than collection.

"In terms of self-evaluation, it saved weeks worth of time. That data collection was so time-consuming. We now put our focus on next steps, rather than what has happened."



Kati-Ann Roughley
Headteacher, Haslam Park Primary School

Forensic detail where it matters most

In a school with an ASD unit and over 10% EHCP, generic evidence isn't good enough. Katie is direct about the stakes of getting SEND provision evidencing right.

"We're over 10% EHCP, we've got an ASD unit, and a significant amount of SEND children in every single classroom. It's really important to have that forensic level of detail on how well we are doing, because if we're not doing that well, we would be failing a considerable proportion of the school community."



Kati-Ann Roughley
Headteacher, Haslam Park Primary School

From box-ticking to real self-evaluation

The platform has replaced the separate SEF entirely – Katie now presents it, unedited, as the school's self-evaluation. She's candid about why that matters: a document written "with an Ofsted lens all the time" can drift from genuine reflection into box-ticking

Already looking at what's next: governors and peer review

The school's next step is bringing governors into the platform directly – giving them read-only access rather than a folder of documents before every meeting, and using specific pieces of evidence as homework to help them ask sharper, more informed questions.

"Sometimes you feel like you're overloading them a bit. 'There you go, have 30 documents.' Whereas it could be 'Can you read those two bits of evidence, and can you come with three questions based on that?'"



Kati-Ann Roughley
Headteacher, Haslam Park Primary School

Find out where your evidence stands

Book a demo

Book a demo and see how Intelligent Evidence maps your existing documentation against the framework - so you can see exactly where you're strong and where the gaps are.