

**Self Evaluation &**

**School Development Plan**

**2022-23**

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| **Updated** | **1st September 2022** | **By** | **Jonathan Curtis, Andrew Ruddick & Jennifer Beresford** |

**Contextual Information**

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| We are Stockport’s only Secondary Special School for young people with Severe learning difficulties, Profound and Multiple learning difficulties, Autism and Complex Medical Needs. Our students are aged 11 – 19 years. (2020-21 93 on roll, 2021-22 105, 22-23 103)  Our school is well established in the local area of Heaton Moor and is a very strong community of children and young people, families, staff and partners. We are committed to providing high quality inclusive education for all our young people within a caring, creative and dynamic environment.  We continue to wait for Stockport to complete the well overdue review of High Needs funding which we hope will begin address traditional underfunding of Heaton compared to our feeder primary schools.  **Increased Capacity from September 2021** – From September 2021 the school operates a split site with 2 Post 16 classes based at a site in Cheadle Heath.  **Transition of Leadership team since last inspection**. In September 2018 a new SLT was recruited. Jonathan Curtis (HT), Karen Meese (DHT) & Jane Philpot (AHT). In Autumn 2021 both the DHT and AHT notified the school that they will take early retirement at Christmas 2021 (AHT) and February 2022 (DHT). Succession planning was added to the 21-22 School Development Plan  In January 2022 a new Assistant Headteacher (Jennifer Beresford) joined the team and added significant and specific experience in the Post 16 area and at Easter 2022 the current DHT (Andrew Ruddick) joint Heaton bringing local experience of the SEND provision in Stockport to the team.  In recent years, we have made significant progress to move the school forward, addressing outdated practices and processes, particularly in reviewing the curriculum, assessment and reporting of progress. Much work has been completed and embedded in these a, however this work is ongoing***.***  We have also targeted quality-assuring assessment across school, reviewing the PMLD offer and curriculum, embedding a total communication package; further embedding strategies such as Zones of Regulation and Attention Autism and working closer with therapists and the wider MDT.  In September 2021 we moved from Classroom Monitor to Evidence for Learning as an assessment platform and have instigated a thematic approach in the newly formed PMLD Department and added Routes for Learning to our range of assessment.  Much of this work to drive school development was started and achieved during the Coronavirus pandemic; of this, we are very proud  The school was due inspection in Autumn 2020 (due to the situation re COVID 19 this has been delayed). In February 2022 we deferred inspection due to high staff absence caused by the Coronavirus Pandemic.  **In our last Ofsted the key findings were:**   * This is an outstanding school. Students are provided for extremely well in a highly-inclusive setting * They make at least good progress in their academic work and exceptional progress in their personal development and in their preparation for independent life * The school provides high-quality educational opportunities, especially in the performing arts, art and design and physical education * Students enjoy their lessons. They are very keen to come to school. They feel safe and they behave very well * Students benefit from teaching and learning opportunities of the highest quality. All staff are extremely committed to the students, their learning and welfare * The Extended Education (P16) Department is outstanding |

**Priorities from Last Ofsted Inspection (Dec 2016)**

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| At out last inspection Ofsted the following recommendations were given -  Leaders and those responsible for governance should ensure that: |
| 1. The new tracking and assessment system is fully implemented and its effectiveness is closely monitored 2. Systems are in place for evaluating the performance of teaching assistants and their impact on raising standards across the school 3. Resources to support pupils’ personal development and achievement are enriched so that they can effectively support the rising number of pupils entering the school. |

**Evaluation of Action taken**

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| 1. Close monitoring of the assessment system is enabling leaders to effectively review and make adjustments that ensure progress is monitored effectively and informs teaching. This includes moderation opportunities with an external partner school and termly reviews by curriculum leads.   We have been effectively collecting and analysing progress data using Classroom Monitor, in addition to this; a new position was been created for an Assessment Coordinator (UPS3 teacher) to work with DHT to lead this area in 2019-20.  Data reports clearly show progress levels across the school, Data is being utilised by class teachers and subject leaders to inform T&L.  Moderation has been undertaken in 2019-20 and identified a need for further Quality Assurance that formed part of the 2020-21 and 21-22 SDP.  In 2020-21 Classroom monitor altered its platform and ported to a new version, unfortunately this version has not been able to deliver what was needed for the school. We have subsequently transferred to Evidence for Learning from 2021-22 after a very successful trial. This is working well and staff are embracing its quality to move us further forwards.  Our new reporting system has received excellent feedback from parents including –  *“A lovely clear illustration of the work she has done and linked to targets”*  *“Good to know the target statements put into context with photos / comments. XXX couldn’t wait to share it with me!”*  *“We think the new format of reporting and learning journey is really great as it shows progress over the year via ongoing assessment of our child’s targets.”*   1. Systems are in place for evaluating TA Development linked to a yearly training Calendar we have introduced. These targets are clearly linked to school development priorities and led by UPS teachers and SLT. 2. School now uses the TAS and are working with Social Care and Health Professionals to ensure the holistic view of each student and their needs is maintained. Unfortunately, this model isn’t working as well as it should due to capacity issues at Social care.   We are working with the LA in respect to developing the schools resources to enable us to meet the needs to the learners in EHCPs with Governors full support.  Unfortunately, we are still waiting for the review of High Needs funding to be completed by the Authority, which means we have again been forced to ask for additional funding for each financial year. Funding for the financial year 2022-23 has been agreed in February 2022 due to requests from school for earlier communication and decisions. Previously this has been received in June, making planning for the future very difficult / impossible.  The school enjoys a very positive working relationship with the Authority and Nicki White (SSIA) and benefited from targeted work with a SEND specialist in 2020-21.  Uncertainty around the offer across Stockport and place planning (combined with funding concerns) continues to hinder the schools leadership teams ability to plan long term. |

**SELF EVALUATION**

**Overall Effectiveness**

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| Judgement |
| The current judgement of school is **Good** because:  SLT have developed a sound understanding of the school position backed by clear review and processes. They have a clear vision regarding the next steps to achieve outstanding, with plans in place to ensure these steps are achieved, however we have a clear and realistic perception of where the school is today. All judgements are good or outstanding  The quality of education is judged currently as good. With CRM failing in 2020-21 and moving to EFL in Sept 2021 as an assessment platform there is continued work to be done to quality assure assessment and consistency across school. A full curriculum review and update has been carried out during the pandemic.  The Leadership team feel there is embedding to be done before outstanding is reached in this area – with particular reference to Evidence for Learning, Routes for learning / PMLD and all associated progress data (IEP / EHCP).  We are confident that good progress is being made, however we are currently working to ensure that the new systems in place capture how these very small steps of progress more effectively than Classroom Monitor was able to.  Leadership & Management. There have been a large number of changes to the SLT team of 3 since last inspection (8 in total). Leaders and managers have an excellent and shared understanding of the school’s current performance and how to drive implementation and impact after the period of coasting identified at last inspection. There are many outstanding aspects within the current SLT and we are excited about the next stages in the schools ongoing development. After an extended period of change and including long periods working without a an outstanding judgement seems premature and could not be evidenced fully.  Safeguarding is very effective, HT has introduced a number of effective monitoring practices and created and expanded a safeguarding team; The Local Authority Safeguarding lead has evaluated current practice. All SLT (and KS4 Lead) are trained DSL’s and work as a team to monitor safeguarding effectively. |

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| **Leadership & Management** | GOOD |
| **The Quality of Education** | GOOD |
| **Behaviour & Attitudes** | OUTSTANDING |
| **Personal Development** | OUTSTANDING |
| **Post 16 Provision** | OUTSTANDING |

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| **Leadership & Management** | |
| **Key Strengths** | **How do we know this?** |
| Stability for the forthcoming period established (new DHT & AHT Spring / Summer 2022) with key roles in place and clear reporting lines.  Both sites are managed effectively and stronger presence of SLT on both sites impacting staff wellbeing and quality of education  Clarity, coherence and consistency of expectations for teachers at all stages of career.  A number of new processes and systems implemented across school creating clarity and enhancing effective working.  Strong systems for whole school self-evaluation and monitoring of teaching and learning are now in place.  Areas for development are targeted with the needs of the students prioritised.  Leaders ensure staff focus is on student outcomes built on a progressive curriculum centred on PFA.  Working patterns for TAs has been adjusted to allow for additional preparation time at the start of the school day.  Highly effective Governing body that challenges and monitors closely  Improved parental engagement feeds into leadership thinking  Staff wellbeing and feedback informs SLTs actions and planning  Robust processes are in place for safeguarding. | HT has established clear reporting lines including all members of the TAS. Work with Health and Therapy is well managed and targeted and communication is very effective.  Running a split site provision is in its infancy and opportunities taken to develop the expanded provision  Revised teacher appraisal linked to Teachers standards ensures clarity of roles and expectations.  Processes are in place and developing where and when appropriate with new SLT  New processes established that clearly set out expectations of all teaching staff. Guide to T&L at Heaton School created including SLT standards.  Iris Adapt, Progress data (EFL),Class Dojo, Attendance monitoring, Behaviour Analysis, Safeguarding weekly meetings, Progress data monthly meetings and SLT meetings.  Termly overviews and analysis of data. Sampling of Learning Journeys, moderation (including external).  Feedback from Teachers in PM meetings. Additional training has been delivered and classes have greater time to discuss and develop strategies.  Governing body minutes. Linked to support from the Stockport Special Schools Alliance and Special Schools cluster to support the SLT and Governors.  Parental Surveys highlighted satisfaction and areas of development, Class DoJo feedback, weekly News Blog and new improved website  Wellbeing group led by AHT, attended by Governor and range of staff. Staff surveys.  Safeguarding team is in place and meet biweekly. Additional SLT members are now DSL trained and trained HT in safer recruitment. DSL meets with Safeguarding Governor periodically.  Strong links to LADO and Safeguarding lead utilised for advice. |
| **Priorities for development** | **How do we know this?** |
| * Due diligence around Schools Bill * Now new SLT in place evaluate and modify processes to ensure they are robust (including effective CPD), provide clarity, cohesion and impact on the quality of teaching and learning * Ensure staff workload / wellbeing are well managed including targeting the identified high levels of staff sickness and absence and its impact. * To embed clear reporting lines for all areas of school such as Health, therapy, HLTAs and midday staff with new SLT. * Ensure EHCP outcomes are all met and funded appropriately | * Directorate meetings * Feedback from Performance management – need for standardisation of paperwork as an example. * Staff wellbeing meetings / staff attendance data. Financial records and pressures of classes * Performance management, SLT meetings, department meetings - working well but new SLT to line manage effectively * Funding is not yet clear to plan for the future DSG review still not finalised with regard to funding. |
| **Other areas for development** | **How do we know this?** |
| * Plan for possible restructure – pending funding review. | * Staffing pressures around school through PM meetings |
| **Judgement** | |
| Leaders are aware that they are still at the early stages of a journey as an SLT to raise expectations among staff and update processes in school. External pressures such as no High Needs funding review make long term planning impossible. A new Free School has been commissioned to work alongside Heaton but with no information regarding potential cohorts available to date.  The judgement is **Good** because:   * Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period. * Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. * Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. * Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. * Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period. * Leaders protect staff from bullying and harassment. * Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. * Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding. * The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.   The judgement is **Good** rather than Outstanding because   * Although we feel there are many outstanding aspects within the newly formed SLT, an outstanding judgement seems premature and could not be evidenced fully by performance management cycle. We are confident this will be evidenced at the end of 22-23. * There is clear strategic direction with regard to embed EfL in all practice, the new PMLD department, Routes for Learning however this work is ongoing and, in its infancy, * Leaders and managers have a good understanding of the schools current performance and how to drive implementation and impact. * See priorities of development above | |

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| **The Quality of Education** | |
| **Key Strengths** | **How do we know this?** |
| **INTENT**  We have created a flexible and inspirational curriculum that uses clear pathways towards Preparation for Adulthood in all parts of the curriculum. The breadth of our curriculum means students are engaged and excited about their learning.  A new PMLD curriculum and timetable is being developed by a team of teachers supported by therapists and assessed using new framework.  The curriculum content is expanded to show 3 clear pathways for learners in all areas.  *Encounter / Experience, Explore / Experiment, Develop / Apply*  Heaton staff relentlessly promote positive attitudes to learning in our students and the development of cultural capital.  **IMPLEMENTATION**  Practitioners working across school to deliver creative and engaging lessons that allow students to progress and remember what they have learnt  Teaching staff use consistent strategies with regard to sensory regulation (OT) and behaviour management working with OT, CCDLT and HYMS.  Resources and teaching strategies reflect and value the diversity of pupils’ needs and experiences. Our regular creative whole school activities are key to celebrating diversity.  Whole school Total Communication strategy is in place and improving communication in all parts of school well and is part of all IEP’s  **IMPACT**  The assessment system informs effective planning for individual teachers and targets PFA. Bespoke package of H Levels and Routes for learning using platform available on line (EFL and Insights of Learning).  All students continue to Post 19 education, independent living and supported employment.  Implemented processes now allow data to give a clear picture of progress and therefore impact of teaching.  Total Communication and new VI strategies in PMLD department are in place, staff are trained improving student’s ability to access the curriculum  Using Play led learning such as in Forest school to enhance outcomes and wellbeing | Q of E visits from Jeremy Keeble and Janet Doherty, Work with SSIA and Governing body, Curriculum policies, modules and assessment are all based around PFA, with clear end points identified with a pathway to reach these points in place for all students.  Gap identified in the curriculum to enable the new department to create a thematic curriculum that suits our learners and is assessed appropriately using Routes for learning.  Curriculum policies in each subject reflect this. Leaders taking ownership of their curriculum and ensuring its delivery through Peer observations. Subject Deep dives.  SSIA Visits and Janet Docherty visit. Consistent application of school rules and embedded as part of the curriculum. Examples include whole school  Events such as our Madchester week  Lesson Observations and learning walks including with external partners (Prior to C19). Curriculum updates shared at INSET training 2020-21.  Consistent processes and CAMS consultations are in place– Team Teach and therapy links  Feedback from staff, Students and parents from performances. Lesson observations and learning walks. Maths, Reading, Cultural / Arts weeks.  Internal Meetings and EHCP Reviews  Assessment system that tracks attainment and progress allowing analysis and intervention where appropriate. Targets are set in Autumn Term and reviewed termly.  Numbers of students reaching Post 19 destinations, EHCP Reviews and parents’ evenings.  Insights for learning (Developing) Learning Journeys, parental feedback. Feedback from staff and families.  Lesson obs, peer obs learning walks, feedback from teachers and therapists  FS environment utilised fully with specialists to lead sessions– lesson obs and LW’s. Forest School Lead in place. |
| **Priorities for development** | **How do we know this?** |
| * Consistency in teaching the school’s curriculum to be embedded securely and consistently across all Key Stages * Standardisation of processes with regard to T&L documentation to ensure planning is coherent, sequential, progressive and linked to future learning and development. * Consistency in quality of support from TA’s, particularly in recording and monitoring progress * Staff use of Insights for learning to reflect and inform quality of T&L * Expand the work done to create Vision Friendly environment across whole school * Developing emphasis on communication and Reading across all learners. * The use of unstructured time can still be improved further | * Lesson obs and learning walks, deep dives * Lesson obs and learning walks, deep dives * Lesson obs and learning walks, deep dives and performance managements meeting * Lesson obs and learning walks, deep dives and performance managements meeting * Therapy meetings with SSS, Learning walks * Progress data for Reading is improving but still requires links to communication and focus. * SDP Visit, Learning walks |
| **Judgement** | |
| The judgement is good because:  **Intent**   * Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] * The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. * The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. * Pupils study the full curriculum; it is not narrowed   **Implementation**   * Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. * Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. * Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. * Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school’s curriculum. * Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. * Teachers create an environment that focuses on pupils. Teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. * The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. * Communication (including Reading) is prioritised to allow pupils to access the full curriculum offer. * Reading at Heaton is adapted to each learner and intrinsically linked to their communication IEP and is part of every experience in school. * The sharp focus is on ensuring that students gain functional knowledge, communication skills and language comprehension necessary to access the world around them and prepare them for adulthood. * Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.   **Impact**   * Pupils develop appropriate (and relevant) knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the impact of pupil’s progress. * Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. * Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.   **The judgement is Good rather than Outstanding because**   * The Leadership team are aware that there is embedding to be done before outstanding is reached in this area – with particular reference to Evidence for Learning, Routes for learning / PMLD and all associated progress data (IEP / EHCP). * We are confident that good progress is being made, however we are currently working to ensure that the new systems in place capture how these very small steps of progress more effectively than Classroom Monitor was able to. * Evidence for Learning is now in use by all teachers (alongside Insights for learning) from September 2021 to enhance the quality of the offer around assessment. Staff continue to increase their confidence via inhouse training and staff development sessions. | |

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| **Behaviour & attitudes** | |
| **Key Strengths** | **How do we know this?** |
| Positive Behaviour focus across the whole school, creates an environment where positive actions, choices and behaviour is celebrated  Low level and significantly challenging behaviours have decreased in recent years and are managed well across the school using fair and effective strategies and scripts that are applied consistently by all staff to enable students to engage in lessons.  Behaviour Lead working across school to support behaviour. Data used to show behaviour patterns and analysis which forms part of the school daily workings.  Emphasis on Sensory regulation to support learning, working with therapy staff to utilise strategies such as Sensory Circuits, Zones of Regulation, attention autism, toileting pathways and preparation for eating sessions.  Multiagency working with CCDLT, HYMS, TAS, respite provision and parents to ensure consistency of strategies.  The school building and structure of the day is adapted to suit the needs of the learners to enable a calm and orderly environment.  Given the complex nature of many students' health and social needs, few are absent or persistently absent (Unless health concerns influence). Attendance monitored by Leadership Team, Pupil Premium children attendance monitored and formally reported to governors.  Heaton students are supported to develop a strong sense of self and self-worth and consequently they are confident learners. Their excellent attitudes to learning results in high levels of engagement and participation.  Pupils value their education and show this by being happy to come to school and by being proud of their school.  A relentless ethos of advocacy for all students – especially those non-verbal students. | Team Teach, PBS training for all staff and celebration assemblies  Statistical behaviour analysis. Changes made during the C19 pandemic have led to less transitions and a decrease in challenging behaviour across the school. These will remain in place  Behaviour Lead PM, Behaviour Data and Iris adapt analysis. Staff use and share BMPs across the school – led by behaviour lead  Staff are regularly trained specifically in Team Teach and PBS training. Work with CCDLT and HYMS  Daily Sensory Circuits, Meeting minutes, SDP, Analysis by OT.  TAS, TAC, LAC, meeting minutes, HYMS meetings, behaviour assessments.  Timetable, low stim environments and adaptations of spaces. Universal level of S&LT across school.  Attendance reporting  Policies .Lesson Observations, Learning walks.  Numbers of incidents of bullying  Commitment to total communication  . |
| **Priorities for development** | **How do we know this?** |
| * Ensure training for new staff to further Embed Zones of Regulation, PBS training and understanding across all staff. * Ensure consistent practice across school with regard to behaviour interventions (new staff). * Continue to embed quality of Iris adapt reporting across all staff. | * TA / Teacher Appraisals and increasing complexities of the cohort. * Staff training timetable * Analysis of reporting at SLT and Behaviour meetings |
| **Judgement** | |
| The judgement is **Outstanding** because:  Behaviour and attitudes are **exceptional,** especially with regard to the increasing complexities of the cohort and the **context of the school**.  The school has a longstanding and successful commitment to improving student’s attitudes and behaviour through ongoing staff CPD.  The school meets all the criteria for good in behaviour and attitudes securely and consistently.   * Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. * Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. * In context - Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.   Good   * The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines. * Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. * There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. * Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. * Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. * Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. | |

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| **Personal development** | |
| **Key Strengths** | **How do we know this?** |
| All activity in school reflects a focus on Preparation for Adulthood - developing responsible, respectful and active citizens in a reflective and inclusive community.  The school offer demonstrates the provision of opportunities for students to develop individually, at their own pace and level respecting each individual’s needs. This has been expanded with the addition of the Cheadle Heath Campus and a bespoke PMLD Curriculum.  The school consistently promotes the extensive personal development of pupils, often enabling access to opportunities that they cannot access away from school.  Promoting equality of opportunity and diversity for an exceptionally diverse cohort enabling all to thrive together, often against significant barriers to learning  Whole school PFA focus providing pastoral support for families.  Opportunities for students to become confident in accessing the community and work with others.  Whole school focus on developing Health & Wellbeing  Relationships education is adapted to suit and delivered to all students. Health is a focus through our Physical & Health H Level and all opportunities to focus on these areas are taken  Post-covid renewed focus on careers, information and guidance for students, parents and carers including increased opportunities for Work Related Learning.  The school provides a focus on spiritual, moral, social and cultural experiences in creative, reflective activities adapted to be appropriate for each individual. | The curriculum / modules, Specifically targeted H Levels, IEP / EHCP targets, school council, assemblies, Class DoJo, After school and Holiday Club provision  Timetable, modules, calendar, H Levels, Assessment data, SDP. New offer at CH Campus  PMLD specific department created  Timetable of activities, community access, access to whole school events and special days. Access to local events and competitions.  Assessment and H levels, D of E, work experience, Family Liaison and support for families. Sports leaders opportunities  TAS, Family liaison team has been expanded.  OT work, OAA, Forest Schools, Play lead sessions, Wellbeing files for each class, whole school activities. Links to SHAPES Alliance  PSHE / RSE curriculum. Physical & Health H Level. Links to therapy team  Links made with GMCA Enterprise Co-ordinator.  CIAG and WRL policy  Lesson activities – community workplace visits  Cheadle Heath – links with local primary school, Morrisons and local church.  Themed celebration events and yearly timetable, addition of cultural / arts week to allow access to events to each individual. |
| **Priorities for development** | **How do we know this?** |
| * Post Pandemic to establish strong external work experience to enhance careers provision. * Build stronger links with Greater Manchester Combine Authority Enterprise Co-ordinator to utilise support and resources to work towards meeting Gatsby Benchmarks and enhance CIAG and WRL offer in school. | Pandemic has meant that external work experience paused. |
| **Judgement** | |
| The judgement is Outstanding because:  The school meets all the criteria for good (below) in personal development securely and consistently. Personal development is exceptional and adapted for each individual in school.   * The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. * There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. * The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. * The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.   **Good**   * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. * The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. * The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. * The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. * The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. * Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. * The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. * Heaton school prepares pupils for future success in education, employment or training. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work where appropriate. | |

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| **Effectiveness of Post 16 Provision** | |
| **Key Strengths** | **How do we know this?** |
| The Post 16 curriculum has a clear focus on Outcomes for Adulthood consolidating previously learning and adding consistently demanding challenges.  Students access to the community and independent living skills provided through the new site and adapted curriculum.  Recruitment of an experienced Head of Post 16 in a SEND provision  Assessment used in KS 3&4 expands and continues to reflect progress and challenge  The new Cheadle Heath campus has been set up specifically to enhance the P16 offer and aid transition.Transition is excellent and productive with all students continuing to Post 19 provision  Continuity of practice creates consistency regarding student behaviour and attitudes, personal development.  Emphasis on functional skills and work experience opportunities (internal & external placements).  Effective use of opportunities in school and the community such as Independent travel training, health & wellbeing, leadership.  Highly positive attitudes are established and staff go beyond the expected to contribute to students access to the wider community | P16 modules specifically focus on “real life” activity and skills for the work place as appropriate. Focusing on empowering students to access the world around them effectively and as independently as possible.  Increased access to local amenities, using public transport and a life skills classroom  Specific knowledge of local and national initiatives / opportunities to enhance the offer  Nationally accredited modules successfully delivered and passed by all students (WJEC Entry Level 1, Duke of Edinburgh Bronze) alongside continuation of H Level progress    Processes are enhanced through an internal transition to a new building that enable students to transition successfully to P19 destinations, including early EHCP review process and transition visits to new colleges.  Behaviour data supports success of strategies and interventions in place that continue post Heaton School.  Work experience opportunities utilised effectively and prepare for next steps such as Supported Internships and Post 19 provision.  Shapes Alliance Leadership Awards and disability sports events hosted on site. Links to Pure Innovations  Creativity of the teaching team in setting up a new site and enhancing provision to the PMLD cohort |
| **Other supporting features** | |
| * Experienced teaching team with shared vision for equipping each individual to take the next steps towards independence. * Relationships between staff and students inspires learners to succeed at their level. * Post 16 curriculum encourages challenge alongside the development and embedding of essential transferable functional skills and focus on wellbeing. * Strong commitment to provide work experiences internally and externally. * Strong parental engagement and support for the new initiatives | |
| **Priorities for development** | **How do we know this?** |
| * Consistent access to external work experience post C19. * Offer at new site – quality ensure | * Not possible during Coronavirus pandemic. * Offer at the new site will need monitoring |
| **Judgement** | |
| The judgement is Outstanding because:  The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently. The addition of the Cheadle Heath Campus, developments for PMLD learners and excellent succession planning in 2021-22 ensures our P16 provision is exceptional.   * The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations. * The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard. * Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others. * The sixth form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer.   **Good**   * Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] * The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] * The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] * Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school’s curriculum. * Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise. * Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students’ understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter. * The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do. * Teachers encourage students to use subject-specific, professional and technical vocabulary well. * Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently. * Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students. * Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment. * Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained. * Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives. * Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time. * The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work. * Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively. * Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.   In addition, the following apply (at an appropriate level for each student):   * The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations – * The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard. * Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others. * The sixth form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer | |

**School Development Targets 2022-23**

**Leadership & Management**

1. Begin due diligence process around the Schools Bill and implications for Heaton
2. Review, implement new and standardised processes across school
   1. Ensuring staff workload / wellbeing are well managed
   2. Review of staff appraisal processes
   3. Ensuring clear and effective reporting lines for all areas of school
3. Monitor the high levels of staff sickness and absence and manage improvement.
4. To work with Local Authority re resourcing and provision
5. To use parental and staff surveys to inform practice

**Quality of Education**

1. Create greater consistency in leading curriculum areas and in teaching across the school’s curriculum to ensure sequential and progressive challenges. Use of Insights for learning to reflect and inform this process.
2. Continue the development of the PMLD curriculum and its assessment
3. Develop the opportunities for sharing good practice and implement CPD, including emphasis on Communication and Reading across all learners.
4. Expand the Vision Friendly environment across whole school, begin work on Autism Accreditation and continue to work towards Arts Award Mark to influence curriculum delivery positively.
5. Further develop quality of support from TA’s, particularly in recording and monitoring progress.

**Improvement Targets for Personal Development**

1. To expand the Preparation for Adulthood (PFA) and careers focus across school – including establishing external work experience opportunities.
2. Improve the quality and use of targeted IEP time and unstructured time for students
3. Continue the work of the Communication Team across school. (School and Therapy Staff)
4. Embed Assembly Policy, review and develop practice.

**Improvement Targets for Behaviour & Attitudes**

1. Ensure consistent practice across school with regard to behaviour interventions and confidence and quality of Iris adapt reporting.
2. Introduce pre-lunch routines and review structured play during student breaks
3. Re-introduce student award system e.g. student of the week, Dojo points.

**Post 16 Learner Achievements including PFA & Accreditation**

1. Ensure smooth transition and the effective working practices for Post-16 learners and their families on the new Cheadle Heath site

Ideas 2022-23

Create a resource bank for teachers

Curriculum leaders to access learning leads – increase subject knowledge for leads and others – share connect and reflect . help with above

Write Dance – Amalia – links with OT

Toileting pathway

Feeding

Talking Mats