

**Self Evaluation &**

**School Development Plan**

**2023-24**

|  |  |  |  |
| --- | --- | --- | --- |
| **Updated** | **Jonathan Curtis, Andrew Ruddick, Jennifer Beresford, Ruth Martin**  |  | **Spring2024** |

**Contextual Information**

|  |  |  |  |
| --- | --- | --- | --- |
| 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. (93 on roll 2023-24)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 – expected this year. **Increased Capacity from September 2021** – From September 2021 the school has operated a split site with 2 Post 16 classes based at a site in Cheadle Heath. **New Leadership team-** for September 2023 the SLT will consist of 4 (HT, DHT and 2x AHT). This follows a high number of changes since 2018. The current team are all established in school and excited to lead the next period in the school’s development.In recent years, we have made significant progress to move the school forward, addressing outdated practices and processes, particularly in reviewing the curriculum, assessment and reporting of progress.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***.***

|  |
| --- |
| The school was inspected in July 2023 - while there has been no change to the school’s overall judgement of outstanding as a result of this ungraded (section 8) inspection. Inspectors felt that the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection was carried out at the time. Inspectors are recommending the next inspection to be a graded inspection. |

**In our last Ofsted the key findings were:**

|  |  |
| --- | --- |
| Leaders have recently refined the curriculum so that it increasingly meets the needs of pupils, including those with complex additional needs. However, in some aspects of the curriculum, leaders have not identified the smaller steps of knowledge that need to be taught. At times, in these areas , leaders have not considered carefully enough the order in which pupils should learn knowledge. This means that some pupils do not acquire new knowledge and skills as quickly as they could. Leaders and teachers work effectively with a range of specialists to provide tailored, bespoke and specialist support for each pupil, including those students in the sixth form. This information is skilfully used to design appropriate next steps so that the individual needs of pupils are typically met well. This level of specialist support enables pupils to access the curriculum from their various starting points. Communication is a high priority. Teachers are adept at enabling pupils to develop their communication skills so that they can engage in learning.

|  |
| --- |
| Leaders are at the early stages of supporting those pupils who can recognise letters and sounds and are beginning to learn to read. Some staff have not had sufficient training to deliver the phonics programme consistently well. Despite this, leaders ensure that pupils regularly experience a range of books through the curriculum. Leaders have pupils’ readiness for life beyond the classroom at the forefront of all that they do. Governors have not challenged leaders as effectively as they should have about the ongoing development of the curriculum. Nonetheless, governors fulfil their statutory duties well. Governors and leaders care about staff’s well-being. Staff appreciate the support provided by leaders and feel that their workload is managed well. |

 |

 |

**Areas for development from Last Ofsted Inspection (July 2023)**

* In some subjects, leaders have not finalised their curriculum thinking. This hinders how well some pupils progress through the curriculum. Leaders should ensure that they clearly identify the key knowledge that pupils must learn and the order in which they will learn this content.
* Leaders are at the early stages of implementing their phonics programme. This prevents some pupils from building up their knowledge of letters and sounds as quickly as they could. Leaders should provide staff with sufficient training to ensure that the phonics programme is delivered consistently well.
* Governors’ checks on leaders’ actions to improve the curriculum have not been as thorough as they should have been. This means that governors do not have a secure enough understanding of how well the curriculum is being developed. Governors should hold leaders more fully to account for the quality of education that pupils receive.

**Evaluation of Action taken**

|  |
| --- |
|  |

**SELF EVALUATION**

**Overall Effectiveness**

|  |
| --- |
| Judgement |
| The current judgement of school is **Good** because:SLT have developed a sound understanding of the schools current position backed by inspection and internal review. 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 outstandingThe quality of education is judged currently as good. This view was upheld in the recent inspection The Leadership team feel there is significant progress in curriculum development but more work to be completed and embedded before outstanding is reached in this area – with particular reference to the clarity of the curriculum and identifying the key knowledge being taught in subjects and embedding Reading programmes – consistently across the whole school.Leadership & Management. Leaders and managers have an excellent and shared understanding of the school’s current performance and how to drive implementation and impact.There are many outstanding aspects within the current SLT and we are excited about the next stages in the schools ongoing development. 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 are trained DSL’s and work as a team to monitor safeguarding effectively.HT meets with Safeguarding Governor periodically. |

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

|  |
| --- |
| **Leadership & Management** |
| **Key Strengths** | **How do we know this?** |
| Stability for the forthcoming period established 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 and functional skills.2023- restructure - Working patterns for TAs has been adjusted to remove interruptions to learning Highly effective Governing body that challenges and monitors subject areas closely Improved parental engagement feeds into leadership thinking Staff wellbeing and feedback informs SLTs actions and planningRobust 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 still developing, 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 New processes established that clearly set out expectations of all teaching staff. Guide to T&L at Heaton School created including SLT standards. SLT use action planning document to access progress to goals and impact Biannual subject discussions with SLT and Link Governor. Analysis of data, sampling of Learning Journeys, moderation.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**  |  |
| * Due diligence around Schools Bill and actions for school
* Funding – Recruit new SBM, consider banding and its implications
* SLT to drive curriculum review to deliver essential clarity of the curriculum and its definition in relation to assessment. Ensure subject leaders and teachers have effective subject knowledge - training needs.
* Ensure subjects are lead effectivily - upskilling subject leaders re national agendas and wide knowledge of curriculum area
* Monitoring Schedule to be in place linked to improved understanding of leader’s accountability
* Governors – HT to work closely with Chair of Governors to ensure more effective challenge for subject and curriculum leaders.
* Staff training opportunities are developed and extended where appropriate
* Review 2023 staff restructure and its effectiveness.
* PTA – to continue to support the development of the new PTA
 |
| **Judgement** |
| 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 inspection / School Development Plan and performance management cycle. We are confident this will be evidenced at the end of 23-24.
* There is a clear and ambitious vision for providing high-quality, inclusive education and training to all. There is clear strategic direction with regard to creating clarity and a truly outstanding curriculum offer this work is ongoing and not complete.
* Leaders and managers have a good understanding of the schools current performance and how to drive implementation and impact.
* Current SDP focuses on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff is being reviewed and developed
* Inspection noted a need for greater and more effective challenge from those responsible for governance to ensure that the school has a clear vision and strategy holding leaders to account for the quality of education and training
 |

|  |
| --- |
| **The Quality of Education** |
| **Key Strengths** | **How do we know this?** |
| **INTENT** We have created a flexible and inspirational curriculum that allows 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.Heaton staff relentlessly promote positive attitudes to learning in our students and the development of cultural capital.Students follow the full curriculum learning a full range of subjects for as long as possible**IMPLEMENTATION**Teachers deliver creative and engaging lessons that allow students to progress and remember what they have learnt in the long term – this is checked systematically.Teaching staff use consistent strategies to present subjects clearly linked to strategies supporting sensory regulation (OT) and behaviour management working with OT, CCDLT and HYMS.Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect ambitious intentions for the course of study and clearly support the intent the curriculumOur 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. | Ofsted feedback, DATA - 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. Creation and development of a thematic curriculum that suits our learners and is assessed appropriately.Ofsted feedback. Consistent application of school rules and embedded as part of the curriculum. Examples include whole school events such as our Madchester week Data and timetableOfsted. Lesson Observations and learning walks including with external partners. Learning journeys, work scrutiny.Consistent processes and CAMS consultations are in place– Team Teach and therapy linksEnvironment learning walks with Therapy team. Lesson observations, learning walksFeedback 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. |
| **Priorities for development**  |
| * Full review of the curriculum
	+ planning / sequencing
	+ clarity across the curriculum with subjects using standardised processes and information
	+ Review subject knowledge – leaders, teachers and support staff
	+ Reading / phonics programmes clear and consistent? Increase opps for reading
	+ IS assessment used well? Insights pages set up
* SLT visiting similar outstanding provision
* Accountability of subject leaders, replacing subject lead termly reviews with a bi annual conversation with governors and SLT’s
* Further use of IEP’s and assess on EFL to ensure effective monitoring of progress
* Specialist teacher roles established and subject lead changes to enhance offer
* Adapt all planning to ensure it includes links to careers / PFA
* Mechanism to ensure opportunities are offered to all students – working as departments
* Establish moderation and work scrutiny processes.
* Consistency in quality of support from TA’s, particularly in recording and monitoring progress
* Enrichment -The use of unstructured time can still be improved further
* Implement additional staff training opportunities - connex
 |
| **Judgement** |
| **The judgement is Good rather than Outstanding because – key areas*** Despite curriculum development and progress there is still not the clarity needed to be graded outstanding
* Pupils know that staff have high expectations of them. They achieve well socially, physically and emotionally. However, some pupils do not build their knowledge of some subjects as well as they could
* Subject specialist teaching is to be reviewed and subject knowledge improved in some areas.
* 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.
 |

|  |
| --- |
| **Behaviour & attitudes** |
| **Key Strengths** | **How do we know this?** |
| There are high expectations for positive behaviour across the whole school, creating an environment where positive actions, choices and behaviour is celebratedLow 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.Student Support offer is being established 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. | Ofsted - Team Teach, PBS training for all staff and celebration assembliesStatistical 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 placeBehaviour Data and Iris adapt analysis. Staff use and share BMPs across the school and are regularly trained in Team Teach and PBS training. Work with CCDLT and HYMSDaily 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**  |
| * Embed Student support offer
* Ensure training for new staff to further promote use of Zones of Regulation and PBS to 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.
 |
| **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.
 |

|  |
| --- |
| **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 learningWhole 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 & WellbeingRelationships 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 provisionTimetable, modules, calendar, H Levels, Assessment data, SDP. New offer at CH Campus PMLD specific department createdTimetable 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 opportunitiesTAS, 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 AlliancePSHE / RSE curriculum. Physical & Health H Level. Links to therapy teamLinks made with GMCA Enterprise Co-ordinator.CIAG and WRL policyLesson activities – community workplace visitsCheadle 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**  |
| * Re- establish strong external and internal work experience to enhance careers provision.
* Maintain 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.
* Careers advisor- investigate and establish support.
* Create opportunities for more encounters with further education providers
* Establish enrichment opportunities in the school day and after school (and holiday club).
* Create an appropriate equality & diversity calendar.
* New Community Visits curriculum area policy and guidance.
 |
| **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. |

|  |
| --- |
| **Effectiveness of Post 16 Provision** |
| **Key Strengths** | **How do we know this?** |
| The post 16 curriculum across Heaton School reflects the Preparation for Adulthood agenda and outcomes, offering a student-centred approach through SMART IEP’s, pastoral and behaviour support alongside creative curriculum and lesson planning.New campus at Cheadle Heath is now a strongly established part of the post 16 offer at Heaton School offering a broad curriculum with strong emphasis on functional English and Maths skills, life skills and employability skills, community and friendship skills, health and wellbeing helping students prepare for adulthood.Students successfully transitioning from main campus at Heaton Moor to Cheadle Heath campus continuing to progress with individual targets and H-levels across all levels/topics.Students and families supported with transition post 19 through a multi-disciplinary approach and successfully moving to appropriate further education placements including local and specialist colleges. Process of scheduling early EHCP reviews for leavers, support with college applications and transition visits to local colleges also support this process. Strong community links with local businesses and organisations in local areas of Heaton Moor, Cheadle Heath and Stockport allowing for greater community engagement for students alongside meaningful encounters with local employers.Emphasis on functional skills and work experience opportunities (internal & external placements) at Cheadle Heath campus with a growing emphasis being developed in post 16 at the Heaton site.  | Broad, flexible and inclusive curriculum evidenced through curriculum journeys, module plans, lesson plans, lesson observations and learning walks.P16 modules/lessons specifically focus on “real life” activity and skills for future independence, life and workIncreased access to local amenities, using public transport, access to local leisure centres.Development of use of life skills classroom seen through food tech lessons, student lunch time rotas, EfL 22/23 – 4 students moved to Cheadle Heath campus with 1 student transitioning after Easter 2023.22/23 -11 students successfully moved to post 19 provision with 2 being supported by school, LA and ASC to transition during Autumn term 2023.ECHP schedule and meeting minutes, college visits and transition schedules/timetablesLinks with Morrisons, Stockport County, local charities, local churches, cafes3 students at Cheadle Heath took part in an extended work experience placement at a local charity.Cheadle campus café/Enterprise projects for school events throughout the year.Several Cheadle students supported Stockport FC community trust with a Christmas charity project.All Cheadle students took part in a work place focused visit to Morrisons.Heaton post 16 classes took part in Enterprise activities such as a car wash, takeaway and sit in café/restaurant, card making business linking with a local shop to sell items. |
| **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 across the provision.
 |
| **Priorities for development**  |
| * Increased access to external work-related learning opportunities
* Developing the curriculum offer at both Heaton and Cheadle site to include specialist teacher input but also to allow for post 16 students to sample subject areas over the course of the year in subjects such as Forest Schools, Art and Performing Arts.
* Support and CPD for new teacher at the CH campus.
* Develop the curriculum offer to post 16 students in the sensory department at Heaton site to reflect the preparation for adulthood agenda.
 |
| **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 ensures our P16 provision is outstanding.* 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 2023-24**

**Leadership & Management**

1. Continue due diligence process around the Schools Bill and implications for Heaton
2. To recruit a new school business manager to support sound financial management and implications of new funding formula.
3. To embed the new AHT role into the SLT
4. Review 2023 staffing restructure and its effectiveness – HLTAs and CA roles.
5. PTA – to continue to support the development of the new PTA
6. Governors – HT to work closely with Chair of Governors to ensure more effective challenge for subject and curriculum leaders.

**Quality of Education**

1. Full review of the curriculum
	1. planning / sequencing
	2. clarity across the curriculum with subjects using standardised processes and information
	3. Review subject knowledge – leaders, teachers and support staff
	4. Reading / phonics programmes clear and consistent? Increase opps for reading
	5. Is assessment used well? Insights pages set up
2. Effective and accountability of subject leaders, replacing subject lead termly reviews with a bi-annual conversation with governors and SLT’s
3. Embed new specialist teacher roles and subject lead changes to enhance offer
4. Establish moderation and work scrutiny processes.
5. Consistency in quality of support from TA’s, particularly in recording and monitoring progress
6. Enrichment -The use of unstructured time can still be improved further
7. Implement additional staff training opportunities – Connex training offer

**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. Maintain 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.
3. Careers advisor- investigate and establish support.
4. Create opportunities for more encounters with further education providers
5. Establish enrichment opportunities in the school day and after school (and holiday club). Improve the quality and use of targeted IEP time and enrichment time for students
6. Create an appropriate equality & diversity calendar.
7. New Community Visits curriculum area policy and guidance.

**Improvement Targets for Behaviour & Attitudes**

1. Embed the new student *support offer* Ensure consistent practice across school with regard to behaviour interventions and confidence and quality of Iris adapt reporting.
2. Introduce enrichment sessions / structured play during student breaks led by Teachers and HLTA’s

**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
2. Review and implement careers focused action plan.

|  |
| --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |
| --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |
| --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |
| --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |
| --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |