

**Self Evaluation**

**2024-25**

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| **Updated** | **Andrew Ruddick**  | **By** | **September 2024** |

**Contextual Information**

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| Heaton School is 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. (88 on roll 2024-2025)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.Since September 2021 the school has operated a split site with 2 Post 16 classes based at a site in Cheadle Heath. These classes access an independence/lifeskills/ community curriculum.a new and dynamic senior leadership team has been created From September 2024 there has been a change of Headteacher. The newly appointed Headteacher (formally Deputy Headteacher) will work with a new and dynamic senior leadership team comprising of a full time Deputy Headteacher, part time Assistant Headteacher and School Business Manager. The new team are excited to lead the next period in the school’s development.Since the school’s last inspection pathway leaders have been appointed to support the school SLT in leading the school positively forward.**Inspection background**

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| The school was inspected in July 2023 - this ungraded (section 8) inspection highlighted that the inspection grade might not be as high if a graded (section 5) inspection was carried out at the time. Subsequent to this inspection the school were fully inspected in May 2024 (earlier than the expected 12-18 months).The school’s overall grade was **REQUIRES IMPROVEMENT**Quality of education Requires improvementBehaviour and attitudes GoodPersonal development GoodLeadership and management Requires improvementSixth-form provision Good |

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**Areas for development from Last Ofsted Inspection (May 2024)**

* Some subject curriculums are still at an early stage of development. In these subjects, there is still not enough clarity around the knowledge and skills that pupils should learn. As a result, teachers find it difficult to know what pupils should learn and by when. The school should finalise its curriculum thinking swiftly in these final few subjects.
* In some subjects, the school has not ensured that curriculum leadership is able to evaluate the implementation and impact of the curriculum. Staff do not have the necessary guidance that they require in these subjects to deliver the curriculums consistently. The school should ensure that curriculum leadership in these final subjects is further developed.
* In some subjects, the school’s methods for assessment are not used well enough. Teachers do not have a secure enough knowledge of pupils’ learning to identify any gaps in pupils’ understanding. This means that they cannot plan to ensure that these gaps in knowledge diminish over time. The school should ensure that staff gain a deeper understanding of the assessment systems in these subjects so that they can identify gaps in pupils’ knowledge.
* Some staff do not have the subject knowledge needed to support pupils at the early stages of reading. This means that some pupils do not develop the skills and knowledge that they need to become more fluent, confident readers. The school should ensure that staff have the required knowledge to teach phonics and reading skills effectively.

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| The current judgement of school is **REQUIRES IMPROVEMENT**Going forward the newly formed SLT have a sound understanding of the school’s current position and have a clear vision regarding the next steps to move the school forward, especially around the Quality of Education, whilst also maintaining the great practice that ensures students are given wide opportunities in their **personal development.** The work around **behaviour and attitudes** also continues to be a strength.Recent inspection highlighted that whilst some progress has been made with the quality of education there is still not enough clarity around the curriculum content in some subjects. Changes to the reading curriculum, particularly for phonics, are still in the earliest stages. Going forward into this academic year we aim to fully implement this programme to ensure that it is effective throughout the school.Since the last inspection significant/ timely change(s) has been made in September 2024 to ensure that the school’s curriculum is ambitious and ‘fit for purpose’ This was implemented as a result of the extensive curriculum review and development that took place in academic year 2023-2024. **These changes are:****LEADERSHIP AND MANAGEMENT:*** Implementation of middle leadership/ pathway leaders to ensure improved curriculum leadership.
* Reallocation of SLT responsibilities – the DHT now leads on Curriculum, HT on quality and AHT on Assessment
* Further development of the subject leader role with changes made to ensure that ALL subject areas are highly effective.

**QUALITY OF EDUCATION:*** Introduction to 4 pathways – Pre formal, Informal, Semi-formal and Formal
* Continued development of the Post 16 offer
* Ongoing work around reading and its relevance to our students (including introduction and the roll out of SEND phonics programme)
* Significant changes around assessment ensuring that the IEP is at the centre of the students learner journey.

Effective implementation of all of the above will lead to ensuring that the quality education is **GOOD** **SAFEGUARDING** continues to be highly effective at Heaton school. * Rigorous monitoring processes are in place
* Safe recruitment is a priority
* Some work required around ensuring that Governance is effective around safeguarding
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**SELF EVALUATION – Overall Effectiveness**

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

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| **Leadership & Management** |
| **Key Strengths** | **Areas for Development** |
| Both sites are managed effectively and stronger presence of SLT on both sites impacting staff wellbeing and quality of education.Effective safeguarding processes in place.Senior leaders ensure that Staff wellbeing is at the heart of decision making.Leaders create an inclusive culture.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.Leaders protect staff from bullying and harassment.Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. | Newly formed SLT and pathway leaders to ensure that all leaders have a clear and ambitious vision for providing high-quality education to all pupils.Strong, shared values, policies and practice – helped through embedding the 4 word ethos across the school.Accountable Governance - ensuring 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.Clarity, coherence and consistency of expectations for teachers at all stages of career.Subject leaders require improved understanding of subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. Further development of the subject leader roleEnsuring appraisal process is robust and ‘fit for purpose’ providing suitable challenge as required.Quality assurance processes - ensuring that the practice and subject knowledge of staff, including ECTs, build and improve over time. To ensure that teachers receive focused and highly effective professional developmentReview of school safeguarding processes (in light of change of SLT)Review of school risk assessment processes |
| **Priorities for development**  |  |
| 1.1 Implementation of new SLT/ management structure1.2 Implementation of pathway curriculum1.3 Improved pedagogical understanding for curriculum / subject leaders1.4 School Safeguarding processes to align with health and therapy practioners1.5 Improved Performance Management processes for all staff throughout the school1.6 Strong and shared values through reviewed policies and practice 1.7 Governance – recruitment and realign with post Ofsted agenda ensuring effective accountability1.8 Risk assessment process/policy 1.9 Staff Continued Professional Development (CPD) |
| **Judgement** |
| The judgement is **REQUIRES IMPROVEMENT** because the quality of education needs to be improved. We are confident that addressing the priorities identified above will ensure that the judgement is GOOD (or better) |

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| **The Quality of Education** |
| **Key Strengths** | **Areas for Development** |
| **INTENT** Specialist teaching facilities in Performing Arts and Outdoors Education/ Forest schoolEmphasis on Preparing for AdulthoodThematic curriculum for Pre-formal / engagement level studentsHeaton staff relentlessly promote positive attitudes to learning in our students and the development of cultural capital..**IMPLEMENTATION**Majority of the curriculum is successfully adapted, designed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increased independence.Some teachers have good knowledge of the subject(s) and courses they teach. Teachers create a learning environment that focuses on pupils. Some teachers use assessment well to ensure that progress and ‘next steps’ is managed effectively.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.**IMPACT** Most students are ready for the next stage of education, employment or training. All students continue to Post 19 education, independent living and supported employment. | **INTENT**Develop a planned/ sequential ‘pathway’ curriculum that is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life. ALL subjects to be clear in knowledge and skills pupils learn in the 4 different pathwaysMaths curriculum needs reviewing with mind to new pathway model.To establish x4 word ethos is all aspects of learningReading to be a prioritised in all curriculum areas.Assessment procedures and processes need to be reviewed in order to meaningfully provide progress updates/ information for students. This will help to inform future planning.Staff trained and support to ensure that students gain the phonics knowledge and language comprehension (where applicable) necessary to read, and the skills to communicate giving them the foundations for future learning.Insufficient breadth of reading materials/focus across the curriculumNot all aspects of the school’s curriculum is coherently planned and sequenced.Not all teachers have a good knowledge of the subject(s) they teachLeaders to provide effective support, including for those teaching outside their main areas of expertise.Develop assessment processes within lessons to ensure that ‘next steps’ are identified against a sequential curriculum.Evidencing students development of detailed knowledge and skills across the curriculum and resulting achievements Reporting processes using assessment information |
| **Priorities for development**  |
| 2.1 Planned and coherent sequential curriculum implemented across all four pathways2.2 4 word ethos to be incorporated within curriculum 2.3 Promotion of reading throughout school – reading for pleasure/ links to curriculum2.4 Full implementation of SEND Phonics programme2.5 Review and amend school assessment and reporting processes in line with curriculum changes2.6 Subject specialism training/CPD for subject leaders |
| **Judgement** |
| **The judgement is REQUIRES IMPROVEMENT** |

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| **Behaviour & attitudes** |
| **Key Strengths** | **Areas for Development** |
| Recent Inspection (May 24) highlights that:Students enjoy positive working relationships with staff and are happy to attend school every day. For example, pupils receive a warm welcome when theyarrive at school. This helps to create a calm, positive start to the day. Staff are well trained to support pupils with their behaviour. The school uses its environment effectively to support pupils’ behaviour. Some students are increasingly able to manage their own behaviour and emotions. They behave well in lessons, at lunchtime and when they move around the school. Students know who they can turn to if they have any worries or concerns.There are high expectations for positive behaviour across the whole school, creating an environment where positive actions, choices and behaviour is celebrated**We say…**The Student Support offer is now established to ensure that interventions are implemented for students as and when required. 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. | Some support staff required targeted training / development for behaviour managementUse of behaviour data in conjunction with other professionals and agencies to determine changes to individual support plans and/or relevant interventionsAttendance and behaviour reports to be owned by wider staff team Further development of student support offer to increase access to relevant interventions.Maintain good practice throughout the schoolImprovement of ‘informal learning’ opportunities at ‘informal’ school times (break/lunchtime) |
| **Priorities for development**  |
| 3.1 Review PBS/ behaviour management training for support and care staff3.2 Behaviour reporting to inform all staff of behaviour trends and interventions across school3.3 Student support offer – develop interventions on offer to students3.4 Maintenance of good behaviour management practice throughout school |
| **Judgement** |
| The judgement is **GOOD**  |

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| **Personal development** |
| **Key Strengths** | **Areas for development?** |
| **Recent Ofsted Inspection (May 24) highlighted that:****Students wider development is well considered. For example, they go on trips to museums, libraries and the local park.** **Pupils are supported to take on extra responsibilities. For example, they are encouraged to join the school council or to****organise events to raise money for charity.** **The school has arranged key learning****experiences for pupils around their personal safety.** 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 CampusThe 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. The school provides a focus on spiritual, moral, social and cultural experiences in creative, reflective activities adapted to be appropriate for each individual. | After school/ holiday club offerParent/ school engagement – involve parents with their child’s ‘learning journey’Students to be provided with relevant Careers guidance and given wide opportunity to meaningfully explore options open to them beyond school.Review and implement School SMSC/ diversity calendar to ensure inclusivity across the school.Review anti bullying focus in schoolReview e-safety strategy in schoolReview school assembly policyReview required of student council and its involvement within school life  |
| **Priorities for development**  |
| * 1. Continue developing strong external and internal work experience to enhance careers provision.
	2. Continue to 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. Appoint Careers advisor
	4. Create opportunities for more encounters with further education providers
	5. Develop extracurricular offer for the school.
	6. Review equality & diversity/ SMSC strategy in school
	7. Develop community cohesion strategy across school
	8. Review anti bullying / racist strategy across school
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| **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. |

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| **Effectiveness of Post 16 Provision** |
| **Key Strengths** | **Areas for development?** |
| 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.Cheadle Heath campus offers 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 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.  | In light of an ever-changing cohort and students with more complex needs moving into post 16 - Pathways leaders to ensure the post 16 curriculum is developed in line with teaching and learning strategies and therapeutic input pertinent to each pathway while maintaining a creative focus on preparation for adulthood.To further embed ‘careers’ with the post 16 curriculum offer, addressing needs of each student and linking curriculum learning to careers through the embedding of a careers programme.To further develop meaningful work experience opportunities for students.To develop meaningful links and encounters with post 19 further education providers in line with Gatsby Benchmark 7 – ‘Encounters with further and higher education’ allowing students to gain insight into what it would be like to learn in that environment, supporting students and families to make informed choices about next steps.Develop role of Level 6 Careers Advisor from Careers Connect will further support this process.Currently there are limited destination opportunities for current student cohort on leaving Heaton School with several students being limited to only one option each year. Heaton School would like to work with other providers and the LA to explore post 16/19 options for Stockport SEN students. |
| **Priorities for development**  |
| 5.1 Further develop work experience offer5.2 Continue developing work-based learning as part of 16+ curriculum5.3 Continue to develop post 16 curriculum offer to reflect needs of students in eachpathway5.4 Explore wider scope for alternative post 19 destinations including provision within Heaton school |
| **Judgement** |
| The judgement is **GOOD** because:***Recent Ofsted report (May 2024) stated:******In the sixth form, the curriculum overall is more carefully thought out than in other******year groups. Staff deliver it consistently. Students are prepared successfully for******adulthood. They learn about different employment opportunities, healthy******relationships and independent living. This includes students reading recipes to plan a******meal, learning how to budget when buying the ingredients and then visiting the******local shop to purchase the ingredients.*** |

**School Development Targets 2024-25**

**Leadership & Management**

* 1. Introduction of Pathway leader role
	2. Implementation of pathway(s) curriculum
	3. Improved pedagogical understanding across all curriculum areas
	4. Review School Safeguarding processes
	5. Improved Performance Management processes
	6. Embed x4 word ethos / values across school
	7. Governance – increase in accountability

**Quality of Education**

2.1 Planned and coherent sequential curriculum implemented across all four pathways

2.2 4 word ethos to be incorporated within curriculum

2.3 Reading to be meaningfully embedded throughout the school curriculum

2.4 Full implementation of SEND Phonics programme

2.5 Review and implement effective school assessment and reporting processes

2.6 Subject specialism training/CPD for subject leaders

**Improvement Targets for Behaviour & Attitudes**

3.1 Improved effective training for support staff

3.2 Behaviour reporting – shared on a regular basis throughout school

3.3 Development of student support offer

3.4 Maintenance of good behaviour management practice throughout school

**Improvement Targets for Personal Development**

* 1. Continue developing strong external and internal work experience to enhance careers provision.
	2. Continue to 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. Appoint Careers advisor
	4. Create opportunities for more encounters with further education providers
	5. Develop extracurricular offer for the school.
	6. Review equality & diversity/ SMSC strategy in school