



HEATON SCHOOL

**Self Evaluation, Development
Plan and Action Plans**

2021-22

Updated	1st March 2022	By	Jonathan Curtis
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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. (2020-21 93 on roll)

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 - Mid way through the Spring term of 2021 we were asked to work with the local authority with regard to the possibility of increasing the school's capacity. Over the remainder of the spring and summer terms we have took on the additional work to plan and prepare for 2 classes based at a site in Cheadle Heath.

This additional work and allocations not being confirmed till late in the summer term meant much planning and additional work being completed over the summer with several areas such as staffing, students and timetable finalised much later that would have been ideal. From September 2021, there are 105 pupils on roll with 18 at the Cheadle Heath Campus (all Post 16 students).

Transition of Leadership team since last inspection. In September 2018 a new SLT was recruited. Jonathan Curtis (HT), Karen Meese (DHT) & Jane Philpot (AHT). As a new SLT a period of stability enabled us to embed and drive essential development. and review current provision. 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 therefore added to the School Development Plan for this year.

In January 2022 a new Assistant Headteacher joined the team and added significant and specific experience in the Post 16 area.

Our new DHT will join school at Easter 2022 and also brings local experience of the SEND provision in Stockport.

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 areas.

We have also targeted quality-assuring assessment across school, reviewing the PMLD offer and curriculum, embedding a total communication package; further embedding Zones of Regulation 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. To this end, we are currently working closely with the Teaching & Learning Committee and Chair of Governors to ensure developments continue to move Quality of Education

Much of this work to drive school development has been 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 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)

At our 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

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 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 all T&L.

Moderation has been undertaken in 2019-20 and identified a need for further Quality Assurance that formed part of the 2020-21 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.

Our new reporting system has received excellent feedback from parents including

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“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.”

2. Systems are in place for evaluating performance management linked to a yearly Calendar we have introduced. These targets are clearly linked to school development priorities and led by UPS teachers and SLT.
3. 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 has benefited from targeted work with a SEND specialist in 2020-21.

SELF EVALUATION

Overall Effectiveness

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 and working well, 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 fully 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). Leaders and managers have a good 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, however at the time of this review the new AHT has been in post 6 weeks and we are working without a DHT for a short period (DHT to start at Easter) therefore 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.

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?
<p>Stability for the forthcoming period established (including post appointment of new DHT & AHT) with key roles in place and clear reporting lines.</p>	<p>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.</p>
<p>Succession planning has been effective. New AHT with specialism and experience in SEND P16 locally appointed and in post, <u>DHT to start Easter 2022</u> but already attended training and meetings at Heaton.</p>	<p>AHT - Smooth transition for new SLT member and additional knowledge of the processes involved especially with transition to Post 19 providers. DHT also knows the local area and transition from Heaton's feeder schools.</p>
<p>Successful planning and implementation of expanded capacity at a split site.</p>	<p>Planning and liaison with all parties was very successful in an inappropriate amount of time, during a pandemic. CH campus has been a great success.</p>
<p>Clarity, coherence and consistency of expectations for teachers at all stages of career.</p>	<p>New processes established that clearly set out expectations of all teaching staff. Guide to T&L at Heaton School created including SLT standards.</p>
<p>A number of new processes and systems implemented across school creating clarity and enhancing effective working.</p>	<p>Iris Adapt, Progress data (EFL), Class Dojo, Attendance monitoring, Behaviour Analysis, Safeguarding weekly meetings, Progress data monthly meetings and SLT meetings.</p>
<p>Strong systems for whole school self-evaluation and monitoring of teaching and learning are now in place.</p>	<p>Termly overviews and analysis of data. Sampling of Learning Journeys, moderation (including external).</p>
<p>Areas for development are targeted with the needs of the students prioritised.</p>	<p>Examples include – identifying that CRM is not fit for purpose and researching and implementing a better alternative (EFL), identifying that now we have a group of PMLD classes that the curriculum needs adapting / adding this to the SDP mid-year (2002-21).</p>
<p>Leaders ensure staff focus is on student outcomes built on a progressive curriculum centred on PFA.</p>	<p>Expanded parental reporting process and associated parental feedback. EHCP Review process and curriculum reflect OFSTED criteria.</p>
<p>Leaders have implemented new processes around PPA to improve effective use of PPA</p>	<p>PPA time has been altered in consultation with teachers to enhance outcomes for students, allow more effective working internally.</p>
<p>Working patterns for TAs has been adjusted to allow for additional preparation time at the start of the school day.</p>	<p>Feedback from Teachers in PM meetings. Additional training has been delivered and classes have greater time to discuss and develop strategies.</p>
<p>Highly effective Governing body that challenges and monitors closely.</p>	<p>Governing body minutes. Additional support with specific SLD knowledge in place from LA.</p>

Parental engagement has never been better	Class DoJo feedback and expended parents evening / reporting process. Attendance at parents evenings has been higher.
Robust processes are in place for safeguarding.	Safeguarding team is in place and meet biweekly. Additional SLT members are now DSL trained and trained in safer recruitment. DSL meets with Safeguarding Governor periodically.

Other supporting features

- During C19 Pandemic the school has remained at least partially open throughout.
- During C19 Pandemic the SLT have maintained continuity and continued momentum with regard to improvements quality of education (Including 2 extended periods where DHT was away from school).
- Implementation of new strategies across the whole school such as Zones of Regulation, Attention Autism, a total communication strategy evident across the whole school.
- All are held accountable for the quality of their work.
- Support from the Stockport Special Schools Alliance and Special Schools cluster to support the SLT and Governors.
- New Governors have further expanded the knowledge of and challenge from the FGB.

Priorities for development

How do we know this?

- Continue to embed whole school processes to provide clarity, cohesion and effective working – especially PMLD, Routes for Learning & Evidence for learning.
- To embed clear reporting lines for all areas of school such as Health, therapy, HLTAs and midday staff with new SLT.
- Establish a balance between Health needs and Education provision to ensure EHCP outcomes are all met and funded appropriately.

- Feedback from Performance management – expectations have now been clearly established,
- New processes of working with Health Colleagues are in their infancy but working well.
- Funding is not yet clear to plan for the future DSG review still not finalised with regard to funding.
- Issues raised by the school with the former Director of Education around a lack of specialist knowledge at the authority to support the school..

Other areas for development

How do we know this?

- Leadership team succession planning

- AHT to retire in December 2021, DHT in Feb 2022

Judgement

Leaders are aware that they are still at the early stages of a journey 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, new policies and practice that they have implemented.

- 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 newly qualified teachers, 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.
- Leaders target greater efficiency in working with the numerous health and therapy professionals based on site and working with students.
- Leaders engage effectively with parents and local services.
- Leaders are aware, and take account of the main pressures on all staff wellbeing and workload, and have raised these pressures with the Authority. They are realistic and constructive in the way they manage staff, including their workload through creating clear and simple processes.
- 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, 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; This includes installing a new package to record and analyse safeguarding and behaviour data.
- The school's curriculum and new assessment & recording processes are tailored to the individuals.
- Tracking of progress across the curriculum is embedded with expectations for all teachers to scrutinise data to inform T&L and impact for all students.
- Performance management is underpinned by clear expectations across school that encourages, challenges and supports teachers' improvement.
- Teachers work in a climate where they are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. Through continually focusing on the Outcomes for Adulthood the student's spiritual, moral, social and cultural development are at the heart of the school's work.

The judgement is **Good** rather than Outstanding because

- Although we feel there are many outstanding aspects within the current SLT, at the time of review the new AHT has been in post 6 weeks and we are working without a DHT for a short period (DHT to start at Easter giving) therefore an outstanding judgement seems premature and could not be evidenced fully.
- With CRM failing and moving to EFL in Sept 2021 as an assessment platform. EFL is not fully implemented however there is continued work to be done to quality assure assessment and consistency across school.
- Additional work to embed the new PMLD department and curriculum linked to a specific assessment tool (Routes for Learning) is well underway. All reviews so far are excellent and the development is exciting, includes staff training and we can see an impact for students however work is in its infancy.
- Leaders and managers have a good understanding of the schools current performance and how to drive implementation and impact after a period of coasting identified at last inspection.

The Quality of Education

Key Strengths	How do we know this?
<p>INTENT</p> <p>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.</p> <p>Curriculum has been reviewed and updated over the Coronavirus Pandemic</p> <p>A new PMLD curriculum and timetable is being developed by a team of teachers supported by therapists and assessed using new framework.</p> <p>The curriculum content is expanded to show 3 clear pathways for learners in all areas. <i>Encounter / Experience, Explore / Experiment, Develop / Apply</i></p> <p>Heaton staff relentlessly promote positive attitudes to learning in our students and the development of cultural capital.</p>	<p>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. All curriculum policies reflect work completed since 2019.</p> <p>Clarity with regard to ensuring a progressive and sequenced curriculum for all learners.</p> <p>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.</p> <p>New curriculum policies in each subject reflect this. Leaders taking ownership of their curriculum and ensuring its delivery through Peer observations. Subject Deep dives.</p> <p>SSIA Visits and Janet Docherty visit. Consistent application of school rules and embedded as part of the curriculum.</p>
<p>IMPLEMENTATION</p> <p>Practitioners working across school to deliver creative and engaging lessons that allow students to progress and remember what they have learnt</p> <p>Teaching staff use consistent strategies of sensory regulation and behaviour management working with OT, CCDLT and HYMS.</p> <p>Resources and teaching strategies reflect and value the diversity of pupils' needs and experiences. Our regular creative whole school activities (including performances) are key to celebrating diversity.</p> <p>Whole school Total Communication strategy is in place and improving communication in all parts of school well</p>	<p>Consistent processes and consultations are in place for behaviour – Team Teach and for sensory regulation – Zones of regulation.</p> <p>Lesson Observations and learning walks including with external partners (Prior to C19). Curriculum updates shared at INSET training 2020-21.</p> <p>Feedback from staff, Students and parents from performances. Lesson observations and learning walks.</p> <p>Meetings with teaching staff, parents and therapists</p>
<p>IMPACT</p> <p>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).</p>	<p>Assessment system that tracks attainment and progress allowing analysis and intervention where appropriate. Targets are set in Autumn Term and reviewed termly. Also compared against Brentwood School – Trafford.</p>

<p>Positive impact – all students continue to Post 19 education, independent living and supported employment.</p> <p>Data and reporting process demonstrates a clearer pathway than previously.</p> <p>Total Communication and new VI strategies in PMLD department are in place, staff are trained improving student's ability to access the curriculum</p> <p>Using Play led learning such as in Forest school to enhance outcomes and wellbeing</p>	<p>Numbers of students reaching Post 19 destinations, EHCP Reviews and parents' evenings.</p> <p>Learning Journeys, parental feedback. Currently investigating a new parent portal and access to EFL.</p> <p>Feedback from staff and families.</p> <p>FS environment utilised fully with specialists to lead sessions– lesson obs and LW's. Forest School Lead in place.</p>
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Other supporting features

- During C19 Pandemic remote learning was available, students have not regressed significantly – in some areas on return to school students have progressed significantly such as in communication.
- Feedback from new learning journey has been very positive from parents.
- New timetable (2021-22) allows flexibility for classes, individual sessions or inclusive classes as appropriate
- Extended opportunities offered in ASC's and Holiday Clubs (C19 allowing)
- Positive work with Therapists and other visiting professionals is expanding – including the school advocating for additional support from services.

Priorities for development	How do we know this?
<ul style="list-style-type: none"> • Developing emphasis on communication and Reading across all learners. • A new set up of classes was introduced in 2020-21 where PLMD & SLD /ASD classes are grouped by location. Ongoing development of PMLD Curriculum is therefore needed 	<ul style="list-style-type: none"> • Progress data for Reading is improving but still requires links to communication and focus. • Lesson obs • SLT / Governors and Teachers meetings

Other areas for development	How do we know this?
<ul style="list-style-type: none"> • Consistency in teaching for PMLD / Use of TA's to record is not consistent. • Annotation of work is below expected standards as is confidence of TA's to fulfil this role. • The use of unstructured time can be improved. 	<ul style="list-style-type: none"> • Lesson Obs – training given in Autumn term 2021 and spring 2022 • Lesson Obs • SDP Visit

Judgement

The judgement is good because:

Intent

- The curriculum is ambitious and designed to give all pupils, the knowledge and cultural capital they need to succeed in life. (PFA Focused)
- The school's curriculum is coherently planned and sequenced towards PFA outcomes. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of all pupils, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions

that they are in the process of bringing this about.] Pupils study a very wide and appropriate curriculum – PFA focused

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise through role of curriculum leads.
- Teachers present subject matter clearly and appropriately for each learner. They check pupils' understanding systematically and provide appropriate feedback. In so doing, they respond and adapt their teaching as necessary.
- The curriculum focuses on applying skills and gaining the ability to transfer them to real situations both in school, home and in the community.
- 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. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards PFA outcomes from Yr 7 – 14.
- Reading is being prioritised to allow pupils to access the full curriculum offer. Teachers ensure that their own communication supports pupils in developing their communication at an appropriate level.

Impact

- Pupils progress well across the curriculum at their own individual level and pace where appropriate.
- 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. At time of review the first data harvest is about to happen to evidence this.

Behaviour & attitudes

Key Strengths	How do we know this?
<p>Low level and significantly challenging behaviours are managed well across the school using a variety of strategies and scripts that are applied consistently by all staff.</p> <p>Behaviour Lead working across school to support behaviour. Data used to show behaviour patterns and analysis which forms part of the school daily workings through the Behaviour Intervention Team.</p> <p>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.</p> <p>Multiagency working with CCDLT, HYMS, TAS, respite provision and parents to ensure consistency of strategies.</p> <p>The school building and structure of the day is adapted to suit the needs of the learners to enable a calm and orderly environment.</p> <p>Given the complex nature of many students' health and social needs, few are absent or persistently absent. Attendance monitored by Leadership Team, Pupil Premium children attendance monitored and formally reported to governors.</p> <p>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.</p> <p>Pupils value their education and show this by being happy to come to school and by being proud of their school.</p>	<p>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</p> <p>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</p> <p>Daily Sensory Circuits, Meeting minutes, SDP, Analysis by OT.</p> <p>TAS, TAC, LAC, meeting minutes, HYMS meetings, behaviour assessments.</p> <p>Timetable, low stim environments and adaptations of spaces. Universal level of S&LT across school.</p> <p>Attendance reporting</p> <p>Policies .Lesson Observations, Learning walks.</p> <p>Numbers of incidents of bullying</p>
<h3>Other supporting features</h3>	
<ul style="list-style-type: none"> • An ethos of advocacy for all students – especially those non-verbal students. • For those that are able, students can say how their education equips them with the behaviours and attitudes necessary for success in their next stage of education or employment and for their adult life. 	

Priorities for development	How do we know this?
<ul style="list-style-type: none"> • Embed Zones of Regulation in all classes and PBS training and understanding across all staff. Team Teach training to be refreshed 2021-22. • Ensure consistent practice across school with regard to behaviour interventions. 	<ul style="list-style-type: none"> • TA / Teacher Appraisals and increasing complexities of the cohort. • Staff training timetable
Other areas for development	How do we know this?
<ul style="list-style-type: none"> • Continue to embed quality of Iris adapt reporting across all staff. 	<ul style="list-style-type: none"> • 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.

- 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.
- 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.
- 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. Staff make sure that pupils follow appropriate routines.
- Leaders are visible and support all staff well in managing pupil behaviour.
- 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.
- Exclusions are extremely rare.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

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 curriculum / modules, Specifically targeted H Levels, IEP / EHCP targets, school council, assemblies, DoJo, After school and Holiday Club provision
The school offer demonstrates the provision of opportunities for students to develop individually, at their own pace and level respecting each individual's needs. Cheadle Heath Campus.	Timetable, modules, calendar , H Levels, Assessment data, SDP. New offer at CH Campus
Promoting equality of opportunity and diversity for an exceptionally diverse cohort enabling all to thrive together	Assessment and H levels, D of E, work experience, Family Liaison and support for families. Sports leaders opportunities
Whole school PFA focus providing pastoral support for families.	TAS, Family liaison team has been expanded.
Opportunities for students to become confident in accessing the community and work with others. Whole school focus on developing Health & Wellbeing	OT work, OAA, Forest Schools, Play lead sessions, Wellbeing files for each class, whole school activities. Links to SHAPES Alliance

Other supporting features

- The school provides a focus on spiritual, moral, social and cultural experiences in creative, appropriate way targeted at each individuals.
- The curriculum the school has developed with a constant focus on Personal Development.

Priorities for development

How do we know this?

- Addition of staff wellbeing sessions to CPD rotation and self-assessment of wellbeing.

Appraisals and staff surveys.

Other areas for development

How do we know this?

Cascading of restorative approaches to all staff

Appraisals and restorative action plan

Judgement

The judgement is Outstanding because:

- The school provides exceptional opportunities for personal development securely and consistently that is adapted to the needs of individual.
- 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.
- All pupils access each opportunity if appropriate. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides a curriculum that extends beyond the academic 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.
- 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 including, understanding of healthy relationships and support for parents that goes above and beyond the norm.
- Pupils maintain an active lifestyle and keep physically and mentally healthy through opportunities provided in the school offer.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.
- 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, tolerance and respect.
- 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.
- The school prepares pupils for their future success in education, employment or independence. The school provides good quality meaningful opportunities for pupils to encounter the world of work.

Effectiveness of Post 16 Provision

Key Strengths	How do we know this?
<p>The Post 16 curriculum has a clear focus on Outcomes for Adulthood consolidating previously learning and adding consistently demanding challenges.</p> <p>Students access to the community and independent living skills provided through the new site and adapted curriculum.</p> <p>Recruitment of an experienced Head of Post 16 in a SEND provision</p> <p>Assessment used in KS 3&4 expands and continues to reflect progress and challenge</p> <p>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</p> <p>Continuity of practice creates consistency regarding student behaviour and attitudes, personal development.</p> <p>Emphasis on functional skills and work experience opportunities (internal & external placements).</p> <p>Effective use of opportunities in school and the community such as Independent travel training, health & wellbeing, leadership.</p> <p>Highly positive attitudes are established and staff go beyond the expected to contribute to students access to the wider community</p>	<p>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.</p> <p>Increased access to local amenities, using public transport and a life skills classroom</p> <p>Specific knowledge of local and national initiatives / opportunities to enhance the offer</p> <p>Nationally accredited modules successfully delivered and passed by all students (WJEC Level 1 Duke of Edinburgh Bronze) alongside continuation of H Level progress</p> <p>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.</p> <p>Behaviour data supports success of strategies and interventions in place that continue at P19.</p> <p>Work experience opportunities utilised effectively and prepare for next steps such as Supported Internships.</p> <p>Shapes Alliance Leadership Awards and disability sports events hosted on site. Links to Pure Innovations</p> <p>Creativity of the teaching team in setting up a new site and enhancing provision to the PMLD cohort</p>
Other supporting features	
<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Consistent access to external work experience post C19. • Offer at new site – quality ensure 	<ul style="list-style-type: none"> • Not possible during Coronavirus pandemic. • Offer at the new site will need monitoring
Other areas for development	How do we know this?
<ul style="list-style-type: none"> • Further development of student’s ability to self-regulate through Zones of Regulation. 	<ul style="list-style-type: none"> • Behaviour Lead analysis

Judgement

The judgement is Outstanding because:

We feel the addition of the Cheadle Heath Campus, developments for PMLD learners and excellent succession planning in 2021-22 ensures our P16 provision is exceptional.

- 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.]
- 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.]
- The school is ambitious for all its sixth-form students. 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.]
- Teachers have expert knowledge of the students’ needs and courses taught are differentiated accordingly and allow students to apply skills in context.
- Teachers check students’ understanding systematically, identify misconceptions and provide appropriate feedback. In doing this, they respond and adapt their teaching as necessary.
- The work that teachers give to sixth-form students ensures that students build knowledge and acquire skills, improving and extending what they already know and often includes individual adaptation according to strengths or needs.
- Teachers use appropriate communication and individualised strategies and language.
- Teachers and leaders use assessment well – this includes EHCP and IEP targets, H- Levels, and accredited courses.
- Teachers create an environment that allows sixth-form students to focus on skills for future learning, independent living and employment.
- Students make sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results 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.
- The sixth form prepares its students for future success in education, employment or training. It does this through providing comprehensive information to all about potential next steps which are at the appropriate level for each individual. Providing information for parents is an essential part of this for Heaton School Students.

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 2021-22

Leadership & Management

1. Ensure succession planning is in place to replace the Assistant Headteacher from January 2022 and Deputy Headteacher from Easter 2022, including recruitment and successful handover.
2. In light of increased numbers on role, maintain continuity of offer across the whole school whilst facing the challenges of running a split site.
3. Maintain sound financial running of the school, in light of developments around the new campus, and the continued absence of a funding formula.
4. Ensure continued planning around Covid-19 guidance is robust and effective.

Quality of Education

5. Implement, monitor and evaluate the success of Evidence for Learning (EFL) and Assessment for Learning (AFL), including parental engagement.
6. Continue the development of the PMLD curriculum including Routes for Learning (RFL) and a thematic approach and timetable.
7. Continue to work towards Arts Award Mark.
8. Develop the methods of sharing good practice between the wider teaching team, and therapists.
9. Expand development and networking opportunities for teachers including use of areas such as Learning Leads, EFL forums etc.

Improvement Targets for Personal Development

10. Further develop the work of the Communication Team across school. (School and Therapy Staff)
11. Re-focus (post Covid-19) on staff wellbeing across school including the wellbeing group.
12. To expand the Preparation for Adulthood (PFA) opportunities and focus across school, especially at the Cheadle Heath Campus.
13. Create school Assembly Policy to review and develop practice.

Improvement Targets for Behaviour & Attitudes

14. Continue to monitor delivery and effectiveness of Zones of Regulation (ZofR) with targeted CPD.
15. Introduce pre-lunch routines and review structured play during the shortened student lunch break
16. Re-introduce student award system e.g. student of the week, Dojo points.

Post 16 Learner Achievements including Outcomes for Adulthood & Accreditation

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

