

Heltwate School on a page – Sept 2019_{v4}

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Quality of Education in Early Years	Quality of Sixth Form Provision
<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Pupil progress data continues to show pupils making expected or exceeding expected progress • Broad accredited curriculum pathways • Pupils engaged in their learning, exciting carefully engineered curriculum. • Nearly all teaching is consistently very good or outstanding. • Monitoring of the quality of teaching and learning is rigorous. (lesson observations, learning walks and work and planning scrutiny) • High quality learning environments • Displays that celebrate success • High quality CPD 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Regular attendance tracking has supported good attendance • Behaviour is exemplary or very well managed across the school • No exclusions • A culture of success exists • Safeguarding and H&S outstanding • High quality curriculum enrichment • Positive ethos and respect for facilities • Regular rewards and culture of celebration. 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • PP effectively used to ensure PP pupils progress is in line with other pupils • Happy, and fun place to come to school • Difference is valued, bullying and derogatory language is not tolerated. • Pupils have an understanding of online safety • Outstanding partnership working • Thorough Independent living and PSHCE curric • School assemblies • Integration of SMSC into the curriculum • High quality pastoral support 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Detailed pupil tracker for Academic and SE progress, • Individual intervention procedures in place. • Regular feedback to parents excellent reporting • Excellent regular whole school events • Governing body robust & providing challenge • Succession planning for SLT • Robust monitoring procedures involving all SLT & teachers • Performance management linked to key priorities of the school • Excellent track record of improvement led by the SLT • Every system in place to monitor H&S • Detailed financial planning • Honest self-evaluation 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Large range of opportunities • Consistently improving school data, continuously assessed • What children know, can do and remember is good • Children learn to be motivated, join in, adopt school procedures. • Staff work with parents and agencies. • Regular meetings to review pupils progress with class • Children learn self control, respect for others and try hard to manage feelings • Classroom vocab rich, strong emphasis is given to developing attention and engagement as well as communication • Teaching of phonics • Pupils learn to take managed risks, • Pupils learn why it is important to eat, drink, rest and exercise 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Curriculum continues to build upon key skills developed in Key Stage 4 • The curriculum has strong links to the preparing for adulthood outcomes. • Curriculum tailored to meet pupils individual need, & accreditation outcomes are predicted based on the individual • Close links to external partners; Pyramid Pioneers, Goldhay Arts and Oundle Sch. • Parental links are good, support for Post 19 options, Students are well informed of Post 19 options, college visits supported if needed • SMSC and British Values are promoted, pupils involved with events • NPQSL qualified Post 16 lead • Good opportunities for staff development CPD

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Even better if;	Even better if;	Even better if;	Even better if;	Even better if;	Even better if;
<ul style="list-style-type: none"> • Curriculum pathways fully embedded, with good transition to post 16 • KS4 accredited outcomes refined and link to Cornerstones curriculum • Ensure the level of challenge is consistently high & takes into account individual needs. • Develop SEND expertise • Cornerstones Curriculum fully embedded. • Ensure Teaching is never less than Very good • Whole school focus on writing 	<ul style="list-style-type: none"> • Review Behaviour monitoring systems. • Work better with supporting services to provide high quality provision for the most challenging children. • Develop rewards system • Develop the quality of staff and student debrief after serious incidents. Restoration/reflect/repair/connect. • Develop the use of social stories and help scripts • 	<ul style="list-style-type: none"> • Extended curriculum opportunities continue to expand. • SMSC, multi faith, PREVENT, British values promoted by pupils. • Provide specialist therapeutic provision • Develop Careers and transition particularly at KS4 	<ul style="list-style-type: none"> • Strengthen leadership team to better meet the needs of the school • Adapt and interpret tracker to drive improvement. • Improve accuracy of financial forecast • Extend and adapt whole school accommodation. • Work with partners to corroborate judgements. • Closer monitoring and supervision of split site. • Develop CPD opportunities for TA's to develop S&L, OT, reading etc, • Develop role of Past. & Behaviour Manager, Induction, CiC, PP intervention, Induction • Monitor staff well-being and workload. 	<ul style="list-style-type: none"> • Develop resources for EYFS • Develop existing Accommodation – Learning environment • To improve outdoor provision to create more opportunities for child led play and exploration • To ensure staff new to the EYFS are fully supported to provide effective and high quality teaching and learning • Develop partnership working with parents and other specialist settings • Develop EYFS curriculum for the changing cohort 	<ul style="list-style-type: none"> • Improve careers opportunities, • Develop and embed the Post 16 curriculum • Develop tracking system, and internal moderation • Ensure all staff are trained for new accreditation boards • Provide greater clarity of the curriculum pathways. • Provide clarity over roles and responsibilities • Embed the new procedures. • Attendance • All staff to be aware of Post 19 college courses and routes • Seek student and parent views through student and parent post 16 surveys • Admittance guidance finalised.
School Judgement – Very Good/ Outstanding	School Judgement - Good	School Judgement – Very Good/Outstanding	School Judgement - Good	School Judgement - Good	School Judgement - Good
Ofsted rates the performance of the school as Good with Outstanding behaviour and safety of pupils, and Good in all other Areas. (Nov 2018)					