



Abridged Self evaluation Statement 2018-2019

A fully detailed document is available

Heltwate School on a page 2018 – 2019

(fully detailed document available)

Outcomes	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Effectiveness of leadership and management
<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 • Broad accredited curriculum available • Detailed pupil tracker for Academic and SE progress, • Pupil progress across all year groups • Individual intervention procedures in place. • Yr 11 and Post 16 transition to next steps is excellent. • Happy, and fun place to come to school • Regular feedback to parents excellent reporting • Excellent regular whole school events 	<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 • 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 and very well managed across the school • Safeguarding and H&S outstanding • High quality curriculum enrichment • Positive ethos and respect for facilities • Regular rewards and culture of celebration. • Outstanding partnership working • Thorough Independent living and PSHCE curric 	<p>Key areas of strength</p> <ul style="list-style-type: none"> • Governing body robust & providing challenge • Succession planning for SLT • Robust monitoring procedures involving all SLT & teachers • A broad and balanced curriculum increased accreditation. • Performance management linked to key priorities of the school • Excellent track record of improvement led by the SLT • Detailed financial planning • Honest self evaluation
<p>Even better if.....</p> <ul style="list-style-type: none"> • Embed tracker & Cornerstones curriculum. Extend to KS4. • Develop accredited outcomes with a particular focus on independent and functional skills. • Pupil learning pathways need to be more clearly identified. • Provide specialist provision both subject and therapeutic. 	<p>Even better if.....</p> <ul style="list-style-type: none"> • 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 • Extended curriculum opportunities continue to expand. • Develop CPD opportunities for TA's to develop S&L, OT, reading etc, • Whole school focus on writing 	<p>Even better if.....</p> <ul style="list-style-type: none"> • SMSC, multi faith, PREVENT, British values promoted by pupils. • Review Behaviour monitoring systems. • Develop role of Past. & Behaviour Manager, Induction, CiC, PP intervention, Induction • Work better with supporting services to provide high quality provision for the most challenging children. 	<p>Even better if.....</p> <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. • Every system in place to monitor H&S • Closer monitoring and supervision of split site.
<p>School Judgement – Very Good</p>	<p>School Judgement – Very Good/Outstanding</p>	<p>School Judgement - Very Good/Outstanding</p>	<p>School Judgement – Very Good</p>