



Abridged Self Evaluation Statement 2019 – 2020

A fully detailed document can be made available

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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Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Quality of Education in Early Years	Quality of Sixth Form Provision
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)					