

# Heltwate School on a page – Sept 2019<sup>v5</sup>

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

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



# Heltwate School.

## Self Evaluation, Sept. 2019 -20

Chair of Governors; Mr C. Marshall  
DCSF registration number; 8747020. URN; 110948

'Heltwate encourages pupils to do the best that they can to achieve their potential in a happy, safe supportive and calm environment by a team who support them throughout their time here.'

Created by; A. Brewster, Head Teacher Sept 2019

### Context

- Heltwate School caters for 197 pupils aged 4-19 with moderate and severe learning difficulties. In 2017 it was redesignated SLD with complex needs. Some students have physical disabilities and many have complex medical needs. Two thirds of our pupils are on the autistic spectrum.
- 100% of our pupils have an EHCP.
  - 42% of the school have ASD as their primary SEN need
  - 19% of the school have SLD as their primary SEN need
  - 24% of the school have MLD as their primary SEN need
  - 7% of the school have SLCN as their primary SEN need
  - PMLD, SEMH, PD and VI make up the other 8% of the school.
- The present school is expanding rapidly and has outgrown the available accommodation, mobile classrooms were provided Sept 16, and more expected **Oct 19. Numbers are predicted to rise to 206 by Jan 2020 and 220 by Sept 2020.** There are 3 phases of school expansion; Heltwate St George's opened Sept 18 for KS4 and KS5 students, a new school build at Newark Rd site and hydro therapy pool were due for completion May 2019. However, the collapse of Carillion and council financial pressure meant this project was designed and never started. The school has admitted children to fill the places. LA are discussing plans to expand the present site but presently nothing is confirmed. The school continues to be full beyond capacity and associated issues are a challenge.
- The present head has been in post 5 years. The leadership of the school continues to change and evolve.

- Including the above there are 23 teachers, 59 Teaching Assistants including one who specialises in speech and language, one who specialises in occupational therapy and play therapy. There are 3 HLTAs, 1 cover supervisor and 1 one who supports the development of communication across the school. 1 teaches the new foundation nurture group. There are 6 admin staff including a business manager and welfare manager.
- We have 6 ASC and high needs classes, 8 Key Stage 1 & 2 classes, 4 Key Stage 3 classes, 4 Key Stage 4 classes, and 2 Post 16 groups; all students have an EHC plan.
- The ability range of our pupil's on intake falls between 8-20 months and some of our older students reach year 2 National Curriculum level descriptors in some areas. The vast majority fall between P6 and Y1. These all include a range of needs: autism, behaviour, physical, visual etc.

Numbers on Roll	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Summer Term 2018	2	7	14	10	12	18	17	15	16	18	17	11	8	4	6	176
September start 2019	9	10	12	21	14	17	20	17	16	16	16	17	3	7	3	195

- We have 80 (41%) pupils in receipt of Pupil Premium. This puts us 25.6% above the national average according to Gov.uk analyse school performance. 17 pupils are in receipt of Year 7 catch up. (100% of our year 7 cohort, 9% of the whole school)
- 7 of the pupils at St. George's are in receipt of Pupil Premium, (or free school meals for the Post 16 pupils) and that is 23% of all the pupils attending the St. George's site.
- Our pupils at home speak at least 22 different languages, and at least 22 ethnicities are represented. Analyse School Performance shows we have 16% more EAL students than the national average.
- There are 2 pupils on a child protection plan, 13 Team Around the Child, 3 Children In Care, 1 child is supported in independent living as an adult in care, 2 have been adopted from care and 5 are under special guardianship orders. 29 pupils have Child in Need status, 4 early help plans are in

progress. Social Worker involvement is commonplace. The school is now expected to manage social care needs through the EHCP and this situation is challenging.

- **100%** of our year 11 students progressed into further education 2018-19. All of our year 11 students left having achieved at least one entry level qualification at Entry 1, Entry 2, Entry 3- through ASDAN and / or OCR Life and Living Skills accredited courses, as well as Function Skills qualifications in English, Maths and ICT
- A focused and balanced curriculum is followed. At R, KS1 -3, we use Cornerstones and assess in Months of progress. It is broadly based and links to the National Curriculum. It is adapted around individual groups and then individual need. Cornerstones has recently been introduced at KS4. These pupils are also accredited through OCR Life and Living Skills, OCR Functional Skills and ASDAN PSD and ASDAN Employability, this varies according to the changing cohort.
- The school has attained Eco School status, Arts Mark Gold, Diabetic Award and is currently working towards NAS Autism Accreditation and Forest Schools status. We are also working towards Arts Mark Platinum.
- Overall, we have seen a slight improvement in attendance of our reception to Year 11 pupils. The 2017/18 figure was 91.8% compared to 92.1% 2018/19. We have 6 non attending or very low attendance students.
- There have been no permanent or fixed term exclusions.

Ofsted rates the performance of the school as Good with Outstanding behaviour and safety of pupils, and Good in all other Areas. (Nov 2018)

#### Progress against previous inspection

Areas to improve	Progress
<b>Ofsted actions</b> <ul style="list-style-type: none"> <li>• Ensure that staff receive appropriate support and training to develop their skills when working with pupils who display challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• All staff received Team Teach training, additional TT instructor trained. All staff have received de-escalation training to reduce challenging behaviour and manage crisis situations.</li> <li>• IRIS alerts SLT of behaviour incidents, which triggers Individual Behaviour plans. These are agreed with parents, signed, and then implemented across the school.</li> <li>• There are now 3 Team Teach trainers and all staff are trained.</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure the post-16 curriculum builds on the good work from the previous key stages to prepare students in developing skills for their next destination and adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Student risk assessments are developing, individual risk assessments for trips visit and activities are standardising.</li> <li>• Links made to safeguarding.</li> <li>• Improved specialist SEND CPD enables teachers to plan bespoke lessons, PDA, ODD, Attention Autism. Dough Disco.</li> <li>• 'Maths of the Day' training engaging with pupils through physical activity.</li> <li>• Development of the curriculum and accreditation outcomes</li> <li>• Introduction of Olympic Rainbow</li> <li>• Preparing for Adulthood agenda a driving force behind the curriculum</li> <li>• Transition to next steps provision and College links all progressing</li> <li>• Post 16 Action plan in place??????????????</li> <li>• Review of entry requirements</li> <li>• Pathways being developed across the school and onto next steps post 16 and 19.</li> </ul>
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School improvement priorities	
Quality of education	<ul style="list-style-type: none"> <li>• Embed tracker &amp; Cornerstones curriculum into Reception to KS4</li> <li>• Develop tracking system for accreditation outcomes For KS4 and 5, Improve the quality of target setting particularly at KS4 and KS5.</li> <li>• Work with staff to set 'SMART' targets for EHCP across a key stage and develop a system for tracking them</li> <li>• Develop the curriculum for LA low ability learners ask AA</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop accredited outcomes with a particular focus on independent and functional skills.</li> <li>• Provide specialist subject provision</li> <li>• Ensure the level of challenge is consistently high &amp; takes into account individual needs</li> <li>• Extended curriculum opportunities continue to expand.</li> <li>• Develop CPD opportunities for TA's to develop S&amp;L, OT, reading etc,</li> <li>• Whole school focus on writing</li> <li>• Develop and embed the new reading schemes. Invest in developing age appropriate library.</li> <li>• Develop principles for 'Assessment for learning'</li> <li>• Embed the principles of Attention Autism</li> <li>• Develop EYFS curriculum, recording and reporting systems</li> <li>• Develop Post 16 curriculum, accreditation and pathways.</li> </ul>
<b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li>• Review Behaviour monitoring systems.</li> <li>• Develop whole school behaviour planning and risk assessment.</li> <li>• Continue to use IRIS to track and monitor behaviour. Identify how this data is useful and informs improvement.</li> <li>• Review rewards system, House system.</li> <li>• Develop a playground 'buddy' system for unsupervised times.</li> <li>• 'Class DoJo' has been introduced to provide a consistent whole school approach to rewards and everyday parent contact with parents.</li> <li>• Develop role of Welfare Manager,</li> <li>• Develop transition and Induction processes, CiC, PP intervention, Induction</li> <li>• Develop the quality of staff and student debrief after serious incidents. Restoration/reflect/repair/connect.</li> <li>• Develop the use of social stories and help scripts</li> </ul>

<b>Personal development</b>	<ul style="list-style-type: none"> <li>• Provide specialist therapeutic provision.</li> <li>• Work better with supporting services to provide high quality provision for the most challenging children.</li> <li>• SMSC, multi faith, PREVENT, British values promoted by pupils.</li> <li>• Develop a pathway for careers and next steps development</li> <li>• Introduce appropriate Sex and relationships education curriculum</li> <li>• Introduce a growing awareness of wellbeing and emotional literacy across the school</li> </ul>
<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>• Pupil learning pathways need to be more clearly identified</li> <li>• Develop SEND expertise</li> <li>• Ensure Teaching is never less than very good</li> <li>• Strengthen leadership team to better meet the needs of the school</li> <li>• Adapt and interpret tracker to drive improvement.</li> <li>• Improve accuracy of financial forecast</li> <li>• Extend and adapt whole school accommodation.</li> <li>• Work with partners to corroborate judgements.</li> <li>• Every system in place to monitor H&amp;S</li> <li>• With staff look at ways to address workload and wellbeing</li> </ul>
<b>Quality of education in early years</b>	<ul style="list-style-type: none"> <li>• Develop resources for EYFS</li> <li>• Develop existing Accommodation – Learning environment encourages inquiry, challenge and resilience</li> <li>• Provide specialist EYFS provision</li> <li>• To improve outdoor provision to create more opportunities for child led play and exploration</li> </ul>



	<ul style="list-style-type: none"> <li>• To ensure staff new to the EYFS are fully supported to provide effective and high quality teaching and learning</li> <li>• Develop partnership working with parents and other specialist settings</li> <li>• Develop EYFS curriculum for the changing cohort</li> </ul>
<b>Quality of sixth-form provision</b>	<ul style="list-style-type: none"> <li>• Provide greater clarity for parents and learners of the curriculum pathways. What accreditation is being worked towards, and where learners transition to from these pathways</li> <li>• Develop and embed the Post 16 curriculum in Olympic College and Olympic Rainbow, linking it to independent living and preparing for adulthood outcomes</li> <li>• All staff to be aware of Post 19 college courses and routes</li> <li>• Improve careers opportunities, Gatsby Benchmarking</li> <li>• Develop the online tracking system to predict the outcomes for the different learners. Ensure the level of challenge is consistently high.</li> <li>• Develop an internal moderation format and protocol for moderating accredited units.</li> <li>• Ensure all staff are trained on delivery and paperwork of new accreditation boards i.e, AQA.</li> <li>• Provide clarity over roles and responsibilities within St. Georges.</li> <li>• Embed the new procedures and changes following the move to St Georges.</li> <li>• Attendance needs to improve for pupils</li> <li>• Improvements in planning, makes reference to the learning outcome and shows clear differentiation.</li> <li>• Seek student and parent views through student and parent post 16 surveys</li> </ul>
<b>Overall effectiveness, School Judgement; Good</b>	
<b>QUALITY OF EDUCATION – School Judgement; Very Good/Outstanding</b>	

**Strengths**

- 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
- Appraisal is in place, with individual targets, mid year reviews lead to high quality CPD
- 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
- All staff Team Teach trained
- School has an active Student Council

**Sources of Evidence;**

- School improvement plan
- Curriculum design and coverage
- Whole school progress report
- Accreditation Report
- Observation reports
- Staff appraisal
- Parent and student surveys
- Scrutiny records
- CPD program
- PP impact Doc
- Student progress tracker
- Individual intervention records
- Transition data – Leaver destinations
- SIA advisor reports
- Ofsted report Nov 18
- Tapestry, DoJo
- Iris logs

**Impact:**

**Quality of teaching and learning; -**

<b>Oct 17 Learning Walk ACB</b>	<b>Feb 18 Peer-Peer Learning Walk +ACB</b>	<b>May 18 Full lesson Obs. Progress across the Year (3 criteria judgement) ACB/KP/AA</b>	<b>Nov 18 Oct. learning walks ACB, KP, AA</b>	<b>May 19 Full Lesson Obs ACB, KP, BL, MB. Gary Perkins (SIP)</b>
28 staff	31 staff 10 OS 11 VG 10 G	34 staff 21 OS 5 VG 7 G 1 RI	32 staff 71 visits 7 OS 17 VG 8 G 2 RI	28 staff 8 OS 11 VG 9 G
Average; 1.46	Average; 1.5	Average; 1.4	Average; 1.6 (Teacher Av 1.47, TA Av 1.7)	Average; 1.6 Teacher AV; 1.3. TA Av, 1.8

1 – Outstanding, 1.5 - V.Good, 2 – Good, 3 – Requires improvement.

- The school has successfully used the appraisal system to ensure teacher standards are met. Some teachers have been rewarded additional increments others have taken the opportunity to review their career choices.
- Curriculum leaders action plans demonstrate impact and improvement each year
- Detailed progress tracking system in place, which continues to evolve, allowing very specific intervention. Outcomes reported to parents each half term.
- Focused skills audit for staff and targeted CPD programme in place.
- Planning is clear and linked to the National Curriculum. A creative cross-curricular model is used in Lower School and an accredited programme of study takes place in KS4. Some alternative vocational programmes may be offered to pupils. Some KS4 and Post 16 students have an offsite work

placement or alternative curriculum to attend. KS4 and 5 students follow a 2 year programme to complete their Duke of Edinburgh Bronze and Silver Award.

- Curriculum and work scrutinys show very good progress and achievement.
- Transition of the curriculum to Independent living skills have a high priority within school.
- We have achieved; Arts Mark Gold, Art Award status, Eco-Schools Bronze, RSPB'S Wildlife Action Bronze, Get Set Olympic Award, International Schools Award, and local awards for our ECO and Bio Diversity Peterborough. We have joined the National Autistic Society and are working towards NAS accreditation.
- Speech & language and a communication TA are partially funded by PP to work with targeted pupils and class TAs, to ensure good progress is made with their communication skills to enable them to access learning more effectively. e.g. using PECS or signing.
- Very strong Literacy lead across the school. Consistent reading, phonics schemes used, reading and spelling assessments ensure progress is closely monitored. Moderation of literacy ensures all levels are correct and progression occurs year on year,
- In house moderation of core subjects and through FLSE events

## **Assessment**

### **Synopsis of data from academic year 2018- 2019**

#### **EYFS:**

- All EYFS children are an emerging level (Good level of development GLD). They are all working at a level at least half their chronological age, and will not reach age appropriate expectations. Our four reception children all showed some progress using our Cornerstones data in English, Maths, Understanding the World (Science) and Personal, social and emotional development.

#### **Keystage 1:**

##### **Phonics screening check: year 1 and 2**

- Only four of twenty-three children met the threshold to complete the Phonics check. None of these reached the national expected level or were able to access the test.
- No children will meet the expected levels, or greater depth in reading, writing and maths
- Our teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year.

- 65% of KS1 pupils met their target in Reading. 61% of KS1 pupils met their target in Writing. 89% of KS1 pupils met their target in Mathematics.

#### **Keystage 2:**

- No children will be working at expected levels and greater depth in reading, writing and maths
- Our teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year.
- 82% of KS2 pupils met their target in Reading. 72% of KS2 pupils met their target in Writing. 74% of KS2 pupils met their target in Mathematics.

#### **Keystage 3**

- Our teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year.
- 69% of KS3 pupils met their target in Reading. 65% of KS3 pupils met their target in Writing. 63% of KS3 pupils met their target in Mathematics.

#### **Year 7 Catch-up**

- All children are developing at, at least half their cognitive level and will not attain age related expectations. Our teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year.
- 87% of Yr 7 Catch-up pupils met their target in Reading. 60% of Yr 7 Catch-up pupils met their target in Writing. 73% of Yr 7 Catch-up pupils met their target in Mathematics.

#### **Keystage 4:**

- No GCSEs are studied at Heltwate School, attainment 8; progress 8 and EBac are not reported.
- From December 18 progress started to be measured using Cornerstones. Teachers set individual targets for each pupil. Usually pupils are expected to reach this target at the end of the Academic year. However as students only had the spring and autumn term progress against this measure is suppressed. 62% of KS4 pupils met their target in Reading. 69% of KS4 pupils met their target in Writing. 57% of KS4 pupils met their target in Mathematics. Teachers were working to 2 systems and the accuracy of target setting suffered and will be more accurate 2019-20 as the new curriculum will be fully embedded.

#### **KS4 Accreditation**

- At KS4 the school aims where possible that each pupil completes a functional skills qualification in English, maths ICT and personal and social development.

- OCR Life and Living Skills Entry Level qualifications provide learners with high quality, nationally recognised qualifications. All eight Year 11 pupils left Heltwate 2018-19 with Entry Level OCR Accreditation.
- 100% achieved Entry One OCR accreditation. 100% achieved Entry Two OCR accreditation. 88% achieved Entry three accreditation
- OCR Functional tests - all eight Year 11 leavers attempted the tests.
  - Functional Literacy - 50% achieved an Entry Two test result. 38% achieved an Entry Three result
  - Functional Maths - 13% achieved an Entry One result. 63% achieved an Entry Two test result. 25% achieved an Entry Three result
  - Functional ICT - 13% achieved an Entry One result. 38% achieved an Entry Two test result. 50% achieved an Entry Three result
- ASDAN provides programmes and qualifications that help young people develop skills for learning, work and life. All eight Year 11 pupils left Heltwate this academic year with Entry Level ASDAN Accreditation
- 13% achieved Entry Two PSD accreditation and 88% achieved Entry Two Employability. 75% achieved Entry Three PSD accreditation.

## **KS5 - Olympic College**

### **Accreditation**

- **OCR Life and Living Skills** Entry Level qualifications gives pupils nationally recognised qualifications.
  - All five Year 14 pupils left Heltwate this academic year with Entry Level OCR Accreditation
  - 100% achieved Entry One OCR accreditation. 100% achieved Entry Two OCR accreditation. 40% achieved Entry three accreditation
- **ASDAN** provides programmes and qualifications that help young people develop skills for learning, work and life.
  - 100% left Olympic College this academic year with Entry Level Two ASDAN PSD.
  - 60% left Olympic College this academic year with Entry Level Two ASDAN Employability Accreditation
  - 100% left Olympic College with an ASDAN Workright Gold Award
- 100% left Olympic College with a Bronze Duke of Edinburgh

### **Gender**

- 77% of our pupils are male. 23% of our pupils are female, Broadly speaking there is no progress or attainment gap. Year 2018-19
- Many more boys than girls attend Heltwate. Each target area shows approximately a 5% difference between the boys and girls. Writing would be the weaker area for boys, but more of them reached their target in Reading and Maths than the girls did.

- Several classes throughout the school have just male pupils
- 70% of our girls met their target in Reading. 73% of our girls met their target in Writing. 69% of our girls met their target in Mathematics.
  - 37 girls had Cornerstones data
- 75% of our boys met their target in Reading. 68% of our boys met their target in Writing. 73% of our boys met their target in Mathematics.
  - 124 boys had Cornerstones data

### **Disadvantaged pupils**

- 50% of our pupils are eligible for Pupil Premium – 83 pupils, 79 pupils were entitled to Free school meals (44% of the school)
- Broadly speaking there is no gap. Year 2018-19

### **Key Stage**

- KS1 had the lowest % of pupils in the school meeting or exceeding their individual targets in Reading and Writing.
- This Key Stage has the fewest number of pupils (23) KS1 has the youngest children. These pupils often come to us with the most significant needs and barriers to learning. They often access the curriculum using 'Continuous provision' sessions. Many children simply do not manage to meet any of the necessary criteria to 'score' on cornerstones due to working at a low cognitive level.
- KS4 is also a small Key Stage- with 29 pupils. KS4 had the lowest % of pupils meeting or exceeding their individual targets in Maths. KS4 has spent this academic year embedding the Cornerstones curriculum, as well as undertaking various accreditation routes. Targets were not consistently set, or were added partway through the year, this may account for the lower number of pupils meeting their targets. Year 11 pupils spent time accessing Functional skill tests in Maths, ICT and English for the first time, teaching and learning these necessary skills were given a priority in lesson time.

### **Pupils with EAL**

- Teachers set individual targets on Cornerstones for each pupil. Pupils are expected to reach this target at the end of the Academic year. 63% of EAL pupils met their target in Reading. 67% of EAL pupils met their target in Writing. 76% of EAL pupils met their target in Mathematics.
- This is broadly in line with the whole school cohort However, they do have a lower % reaching teacher set targets in reading (63%) than the Whole school figure (74%) Perhaps with English as a second language, this is not a surprising result.
- \*New reading scheme accessible to all? \*Phonics taught in all classes

### Even Better if

- The quality of teaching, learning and assessment is judged Good with many Outstanding features. For it to be Outstanding we need to better develop the use of assessment for learning and embed the principles of Attention Autism. The personalisation of the curriculum also requires us to personalise the way we monitor Good and Outstanding progress and achievement.
- Ensure our personalised learning provides a broad and balanced curriculum, which takes into account pupils individual needs and latest legislation. Ensure the level of challenge is consistently high. Pupil learning pathways need to be more clearly identified.
- Embed tracker & Cornerstones curriculum into Reception to KS4
- Develop tracking system for accreditation outcomes For KS4 and 5, Improve the quality of target setting particularly at KS4 and KS5.
- Work with staff to set 'SMART' targets for EHCP across a key stage and develop a system for tracking them
- Ensure staff are able to identify and provide for a range of different SEND with a particular focus on ASC. Enabling a greater degree of personalisation in planning. Embed the principles of Attention Autism
- Develop accredited outcomes with a particular focus on independent and functional skills.
- Provide additional opportunities for curriculum extension
- Whole school focus on Writing
- Develop and embed the new reading schemes.
- Provide some specialist subject provision
- Provide specialist provision both subject and therapeutic.
- Extended curriculum opportunities.
- Develop CPD opportunities for TA's to develop S&L, OT, reading etc,
- Develop moderation with other organisations and schools
- More robust TA appraisal
- Develop the curriculum for LA learners ask AA
- Develop EYFS curriculum, recording and reporting systems



- Develop Post 16 curriculum, accreditation and pathways.

## BEHAVIOUR AND ATTITUDES - Good

### Strengths;

- Consistently improving school data, comparisons from starting points and with national data.
- Regular attendance tracking has supported good attendance
- Behaviour is Good and well managed across the school
- Robust procedures for Safeguarding and H&S outstanding
- High quality curriculum enrichment
- Positive ethos and respect for facilities
- Regular rewards and culture of celebration.
- Effective partnership working
- SMSC, multi faith, PREVENT, British values promoted by pupils.
- Regular review of behaviour monitoring systems.
- Excellent staff Induction and safeguarding procedure.
- Good outcomes for CiC, PP intervention, new student Induction
- School behaviour policy provides consistency across the school
- Lesson observations and learning walks show consistently well managed and outstanding behaviour
- Very detailed pupil profile using IRIS records. **Behaviour logs evidence intervention and impact.**
- Behaviour logs show reduction in the use of Team Teach
- Our pupils behave with consistently with high levels of support and respect for each other

### Sources of evidence;

- Observation records
- SIP reports
- Progress and achievement reports
- Parent and student surveys
- IRIS Behaviour data
- Exclusion data: fixed and permanent
- Bullying data/ student surveys
- Discrimination data
- Attendance and punctuality data
- IRIS incident records/ playground incident records /protected characteristics
- Parent/carers feedback forms/ visitor comments
- Student council minutes.
- Safeguarding and Child Protection scrutinies
- EVERY, H&S walk notes
- SCR
- CPD records
- Therapy reports
- Governors Health and Safety audit.

<ul style="list-style-type: none"> <li>• Difference is valued and nurtured, bullying, and violence and derogatory language are never tolerated.</li> <li>• Students have an understanding of Online safety, safe touching and safeguarding issues.</li> </ul>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Heltwate offers a safe, supportive and caring environment for pupils and staff. Relationships are strong and positive attitudes promoted. The schools very positive ethos is the foundation for the majority of pupil's exemplary behaviour.</li> <li>• Using Parent View type questions, parents are very positive about all aspects of the school. In recent parent and student surveys lovely things are repeatedly said about the school;</li> <li>• <i>'We were so worried how my daughter would get on going from main stream school to a special school, but in fact we wish we had done it sooner as she is having the time of her life.'</i></li> <li>• <i>'Since our involvement in this school I haven't ever known such a great school. We have dealt with many being Foster Carers. The behaviour of the children that we have seen is fantastic (haven't seen this in any other school). This to me means happy children and fantastic teachers and TAs!!</i></li> <li>• There is a culture of success across the school; students enjoy a "struggle" which can lead to independent working. Termly awards ceremonies provide cups for attendance, well mannered, most caring, team awards and others. Varies slightly for phase of the school.</li> <li>• The Student Council meets regularly and looks at ways to promote good behaviour and attendance. This has led to a range of reward activities and provision particularly for use at Lunch and Break times. (extra outdoor equipment) The student council runs elections to appoint a head boy and girl</li> </ul>	

- The pupils at Heltwate demonstrate a very good attitude to their learning and behave well in lessons. There are high expectations for pupil conduct. Pupils are engaged, keen and willing to learn they are encouraged to work as far as possible independently. Behaviour was judged outstanding in 100% of lessons during the last round of lesson observations.
- Heltwate has a positive handling policy. The vast majority of staff are Team Teach trained. We have 3 Team Teach instructors.
- Incidents of unacceptable behaviour are dealt with efficiently and recorded on IRIS. , Behaviour types are identified and time of day and type of incident has informed training. Incidents of positive handling and holding are significantly reduced. This is despite more detailed recording and increased complexity of need.
- The school is revisiting its behaviour and rewards policy with our “Golden rules” these continue to develop with each cohort of students, staff and parents
- In Sept 16 we attempted to introduce SCERTS. This directly addresses the core challenges faced by children with ASD and related disabilities, building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities. We have however reviewed this and are investigating social and emotional tracking through a less curriculum intense route.
- There were no permanent exclusions in 2013/14/15/16/17/18. There have been no fixed term exclusion 2018/19.
- The school works very closely with external agencies to support pupils and families with additional emotional, behavioural and health problems. (Learning disability team, CIC education team).
- Play and music therapists have improved pupil behaviour. An occupational therapist works ½ a day per week alongside a specially designated TA.
- There are 5 designated CP trained staff, Clear and robust safeguarding policies and procedures are in place to ensure the safeguarding and wellbeing of all pupils. Governors monitor this well.
- There is a staff induction process in place and a staff handbook
- SCR is up to date
- Risk assessment is undertaken and reviewed. All activities out of school are risk assessed.
- Attendance is very good when compared to Gov.uk Analyse school performance. In the last 3 years it has hovered around 94%. This includes a growing complexity of need and students who have profound medical absence. For 2018-19 it was 93.5%. (July 19) Attendance officer has instigated a number of successful initiatives.

<ul style="list-style-type: none"> <li>Whole school attendance - 91%</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Reception to Year 11 - 92%</li> </ul>	<ul style="list-style-type: none"> <li>Olympic College - 81% (2 non-attenders)</li> </ul>
<ul style="list-style-type: none"> <li>Persistent absence removed (6 pupils) – 93%</li> </ul>		
<ul style="list-style-type: none"> <li>There are very few incidents of genuine bullying. <b>Although in the most recent surveys (Nov 18 Parent Survey) 3 of 94 reponses did identify bullying as an issue which was investigated; the understanding of 'bullying' clearly wasn't understood.</b> Assembly themes and PSHE lessons are planned to deal with anti-bullying themes. We take part in anti-bullying week annually. However bullying can be a recurring theme.</li> <li>There are few incidents of racism or discrimination of any type. All incidents are dealt with swiftly following school policy.</li> <li>Behaviour is logged on IRIS. A detailed record which will track; bullying, reportable incidents etc.</li> </ul>		
<p><b>Even better if;</b></p> <ul style="list-style-type: none"> <li>Work better with supporting services to provide high quality provision for the most challenging children</li> <li>Continue to develop the curriculum for Spiritual, Moral, Social and Cultural Development (Multi faith, Community and parent links, British Values, Student Council)</li> <li>Ensure outstanding behaviour is supported by House points, attendance, behaviour, Rewards systems.</li> <li>Develop and Implement a system to monitor safety procedures within the school (nursing, risk assessment, PREVENT, e safety, healthy schools)</li> <li>Develop the role of the Welfare Manager (Induction, CP, PP, CiC)</li> <li>Explore further opportunities for extended schools provision</li> <li>Use access control to manage student movement around the school</li> <li>Develop the protocols and appropriate use of calm room and breakout spaces.</li> <li>Move towards all students have a behaviour plan.</li> <li>More physical lessons.</li> <li>Develop the quality of staff and student debrief after serious incidents. Restoration/reflect/repair/connect. Less physical intervention – Staff student debrief.</li> <li>Use IRIS data to drive improvement, predict and pre-empt incidents and have behaviour plans in place.</li> </ul>		

- Develop a playground 'buddy' system for unsupervised times.
- Develop the use of social stories and help scripts

## PERSONAL DEVELOPMENT – Very Good/Outstanding

### Strengths

- Pupils are happy; enjoy an appropriate academic education supported by outstanding extended curriculum, trips, visits, residential opportunity, visitors, and community and charity involvement.
- There is a very strong ethos around spiritual development,
- An assembly rota is in place and revolves around fundamental British values.
- High quality pastoral support
- School events and Friends of Heltwater events.
- Curriculum, particularly KS4 and 5 preparing for adult life.
- Residential opportunities.
- The promotion of equality of opportunity and diversity
- Strong links with mainstream schools.
- Engage with many national/ international, world themed days.
- Student Council meets regularly discussing topical issues, which affect us all.

### Sources of evidence

- Extra curricular/extended curricular calendar
- Cornerstones Schemes of work/ Teacher planning
- Charity days and events feedback
- Assembly rota
- Parent contact records
- Student Council records
- Lesson Observation feedback
- IRIS incident records/ playground incident records /protected characteristics
- Parent/carers feedback forms/ visitor comments
- SMSC policy, PSHCE, RSE
- EHCP

<ul style="list-style-type: none"> <li>• Good external agency links support students, social workers, Occupational Health , nursing, music therapist etc</li> <li>• Relationship, health and sex education being embedded across the curriculum.</li> <li>• Pupil mental health and well-being first aiders trained.</li> <li>• •</li> </ul>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• The promotion of equality of opportunity and diversity. Our pupils understand, respect and appreciate the differences in the world and celebrate a range of religious, cultural and socio economic experiences.</li> <li>• SMSC is planned for, and part of every lesson and activity. A large part of our curriculum revolves around preparing our pupils for learning, recognising fundamental British values and identifying their place in the adult world. We are a diverse school and promote equality, tolerance and respect</li> <li>• There is a very strong ethos around spiritual development, making good and appropriate decisions and recognising appropriate behaviours.</li> <li>• Our pupils understand fundamental British values and the values of democracy.</li> <li>• Nearly all staff and pupils have had PREVENT training. We have very few racist incidents.</li> <li>• Large number of special assemblies and regular events each term which promote Citizenship, art, music, sporting and cultural opportunity.</li> <li>• The school provides Good learning experiences for pupils in the local community, theatre visits, visits to religious establishments, work experience with local and national employers.</li> <li>• The vast majority of KS4 and 5 pupils transitioned into further educational placements.</li> <li>• Our pupils enjoy strong links with mainstream schools.</li> <li>• Heltwater has a very wide range of visiting speakers, events and visitors to school</li> <li>• Heltwater provides very high quality pastoral support through Classroom support, school Welfare Manager and extended services.</li> <li>• 1 Lead child and 1 lead adult Mental Health First Aider trained in school.</li> <li>• As far as possible school encourages healthy dietary practices and support pupils to develop healthy exercise patterns.</li> <li>• Pupils learn to take managed risks, supporting them to be active and adventurous.</li> </ul>	

- RE/PSED/SRE now being taught weekly/bespoke to classes rather than falling in with the Cornerstones cycle.

**Even better if;**

- Continue to champion; Spiritual, Moral, Social and Cultural Development (Multi faith, Community and parent links, British Values, Student Council)
- Preparation for next stage of learning/careers guidance, Enforce Gatsby findings.
- RSE education fully embedded appropriately across all school years
- Explore further opportunities for extended schools provision
- Develop evidence of where pupils progress after YR 13/14

**LEADERSHIP AND MANAGEMENT – Good**

**Strengths**

- Heltwater is a popular and rapidly expanding school.
- Uncompromising and highly successful drive to improve outcomes for students
- Strengthen staffing. Improve SLT accountability
- High ambition shared by all staff
- Honest and self critical self evaluation.
- The performance management process including discussion around teacher standards and a considered CPD programme.
- Well qualified senior team
- Stable and knowledgeable governors
- Strong financial leadership.
- Safeguarding is secure

**Sources of evidence**

- Improvement plan
- Tracking data and monitoring evidence.
- Performance management file
- Minutes of meetings – Governors, SLT, year teams
- Improvement Partner notes of visit
- Job descriptions, staffing plans
- Surveys/ questionnaires/feedback sheets.
- Reviews/Home- school agreements Parental feedback forms, letters to parents, newsletters
- Booklets, photos of events, displays
- Student council meeting minutes.
- Heads report to governors

<ul style="list-style-type: none"> <li>• Effective partnership with other schools particularly through the NGFL</li> <li>• Engaged parents / carers – Good attendance at school events</li> </ul>	<ul style="list-style-type: none"> <li>• Awards gained, Arts mark, Eco award etc.</li> <li>• School policies</li> <li>• SCR</li> <li>• Governor meeting notes.</li> </ul>
<p><b>Impact;</b></p> <ul style="list-style-type: none"> <li>• A firm commitment to honest and critical self-evaluation is supported by our previous Ofsted report which refers to our “accurate self-evaluation”</li> <li>• The high degree of challenge is well supported by governors.</li> <li>• Governors understand their roles and carry these out effectively. The Head and CG meet fortnightly; protocols for governor visits are planned and evolving. The committee structure and the meeting cycle is still proving effective and a skills audit is completed. 3 Governors have completed safer recruitment training and 5 completed PCC Safeguarding training.</li> <li>• The Chair of Finance and Schools Business Manager meet half-termly overseeing the financial situation. Governors attend parent’s evenings, School events and Friends of Heltwater events. Governor sub committees are very effective in holding the school to account. Governors are involved in Teaching and Learning Scrutinies, which includes; pupil work, the learning environment, marking and planning.</li> <li>• Heltwater has a culture of safeguarding, and effective policies, which identify pupils who require support for neglect, abuse, grooming or exploitation. Early help to reduce the risk through early intervention and the safe management of adults in school.</li> <li>• New Deputy Head appointed; March 2018 following long-term absence of previous DHT. New Deputy Head Teacher achieved NPQH Dec. 2017. 2 Assistant Head completed NPQSL Jan 19. the lead in Olympic College is completing NPQML. Head Teacher achieved SENDCO and Advanced SENDCO qual.</li> <li>• The school has a clear focus on improving teaching. There has been a consistent push ‘going from strength to strength’. We are part of a school improvement partnership with five other special head teachers.</li> <li>• The school has a very good reputation for developing trainee teachers and NQTs.</li> <li>• Staff retention is excellent; staff are content and feel able to express wellbeing issues, knowing they will be listened to.</li> </ul>	



- Aspirations have been raised. Overall staff have higher expectations of pupils. An increased range of accredited qualifications has been introduced. The new Cornerstones curriculum is in place and expanding through all school years. A very thorough tracking system monitors both academic and social and emotional progress. Intervention strategies are always evolving. Pupil achievement is good and a high proportion is outstanding.
- A revised school improvement plan is in place (Sept 19) with reviewed priorities which link to the whole school monitoring cycle, the curriculum and tracking system to measure the progress of our pupils. All teachers contribute to whole school planning.
- A detailed school business plan is in place
- The financial position at 31<sup>st</sup> March 2018 resulted in an in year surplus of £35k, added to reserves of £184k therefore giving a healthy carry forward of £220k into 2018/19.
- School policies are reviewed regularly and are effective.
- St Georges KS4 and Post 16 centre was opened September 18.
- Pupils eligible for pupil premium are making progress in line with other pupils in the school. Intervention is in place to ensure no child's needs are overlooked.
- Teachers receive focused and highly effective professional development. Appraisal for teachers is rigorous and triangulates 3 key areas; progress and achievement, leadership and teaching and learning. CPD and personal development links closely to the school improvement plan. Leadership succession is a key school strategy. Staff surveys are completed and action plans produced and implemented.
- The school works effectively to engage with parents including those hard to reach. Parental contact is good and improving. Events are well-attended and overall parents and carers are pleased with Heltwate.
- Safeguarding is secure
  - Single Central record in place and maintained
  - A range of training for staff is regular and updated
  - All designated safeguarding staff training is up to date
  - All volunteers / supply staff are given safeguarding guidance on arrival
  - Health & Safety governors meet regularly to monitor safe guarding
  - Parents feel their children are safe at school.

- Safe practices and a culture of safety is promoted through the curriculum, we provide an environment where pupils feel safe, supported and flourish, attendance is consistently very good.

**Even better if;**

- The leadership team is facing restructure with a view to better managing a growing roll, split site, failure to move to a new school, a proposed new build and modernisation of the existing site.
- Greater accountability by KS4 and 5 staff for accuracy of prediction and completion of programmes of study.
- New whole school Initiatives need to embed.
- Strengthen lines of responsibility and stabilise senior staffing. Improve SLT accountability. Try to develop a less reactive team.
- Improve accuracy and efficiency of financial information and forecast
- Review buildings and learning environment to extend whole school capacity, Post 16 provision and the introduction of Early Years provision.
- Work with partners to ensure judgements are accurate and internally and externally corroborated.
- Develop/reinvigorate the School Improvement Partnership with five other special head teachers.
- Increase awareness of staff views to ensure wellbeing of staff – Staff well-being and mental health to be included in improvement plans
- Greater engagement of whole governance team.

**QUALITY OF EDUCATION IN EARLY YEARS – Good**

**Background**

In September 2018 Heltwate school introduced a reception cohort which consisted of 4 pupils, this year, September 2019 the school has 9 reception children on role. **PUPIL PREMIUM????**

**Sources of evidence**

- Tracking data and monitoring evidence.
- Performance management file

The pupils have a designated room (Sunshine), they have access to a dedicated outside area and sensory facilities. The group is taught by an HLTA who is overseen by the schools deputy headteacher, she is supported by 3 TAs. The pupils key worker is the class teacher as she is responsible for the planning, assessment and next steps for the pupils.

### Quality of Education

The curriculum is a cornerstones themed curriculum, which covers all areas of the EYFS framework. Pupils are baselined on entry to the school, majority of children are working within the 8-20month band which is significantly below their age related expectation (ARE). The curriculum is planned to meet the needs of the pupils academic abilities, this is based on regular assessments of their level of development. Pupils are encouraged to play actively and independently with support staff acting as a model of play and learning. Phonics is taught weekly following the Letters and Sounds programme using 'Phonics Fairy' resources to support. 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). Tapestry is used as an evidence tool to create their Journal. Pupils are assessed using Development Matters which is in line with the schools assessment methods.

The school works closely with families to ensure that all children make good progress and have a positive start to school. Parents are provided with termly reports on how their child is progressing and some classes can view day to day activity via Class Dojo and Tapestry.

### Behaviour and Attitudes

The teaching staff work closely with parents to ensure children are well supported with their behaviour and to ensure they are safe. Pupils learn to work safely within the classroom and outdoors using procedures appropriate to their abilities. The Parents have an introduction meeting and welcome to the school. Expectations are made clear. Class

- Scrutiny folder
- Iris Behaviour logs
- Attendance data
- Lesson Observations
- EYFS policy/handbook
- Curriculum scheme of work/ curriculum forecast
- Books/Tapestry log
- Assessment data
- LA moderation feedback
- Specialist SIP report
- Training/ CPD log
- Performance management
- Parent feedback
- Parent engagement at parental events
  
- **Phonic assessment data – external moderation**

staff follow this up with a welcome to reception meeting in the autumn term. Parents are invited to attend a parents evening twice a year and attend the statutory EHCP review meeting. Pupils learn appropriate behaviour for learning through clear routines, high expectations and good pastoral support for the school staff. The staff support parents daily at home to develop consistent routines and procedures that are linked across home and school. Safeguarding procedures are robust and in line with the schools policy, all staff are safeguarding trained.

### **Personal development**

Staff within EYFS have clear and consistent behaviour boundaries and expectations. Staff follow the school behaviour system of reward points. Parents are made aware of this and are encouraged to embed this at home for consistency. Staff work proactively with parents and other external agencies to plan/embed and review behaviour management strategies. Staff use school's online behaviour tracker 'Iris' to log and evaluate pupils behaviours and if required write behaviour plans and risk assessments which are shared with parents for their agreement. All staff are Team Teach trained.

A big emphasis is on communication within the classroom, symbols are used to support key spoken language and PEC (picture Exchange Communication System) are used so that pupils have a voice.

SMSC and British Values are promoted within the themed curriculum. Pupils will get involved with the wider events that are going on in and around school e.g. healthy school day and take part in celebrating world/national awareness events and days e.g. autism awareness day.

Pupils have access if required to Speech and Language intervention, OT, Physiotherapy, Educational Psychology and specialist services such as Multi sensory impairment teams.

### **Leadership and management**

The Early Years teacher works closely with the Deputy Headteacher and school Data Manager to monitor and track children's progress in the EYFS.

<p>In June 2019 the school was moderated by the LA, it was concluded that the levels in which we assess our children to be working is realistic and a true reflection of their point in learning. None of our pupils reach the early learning goal, this is due to the pupils on average being below half their chronological age.</p> <p>We work regularly with specialist School improvement advisor for EYFS to develop and moderate our systems and procedures for EYFS.</p> <p>EYFS has its own improvement plan</p>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Children enjoy school</li> <li>• High ambition shared by all staff</li> <li>• Pupils develop knowledge and skills across 7 areas of learning</li> <li>• Developing reading and phonics awareness</li> <li>• Children are prepared for the next stage of learning with good transition arrangements</li> <li>• Large range of opportunities and topics for children to engage in</li> <li>• Consistently improving school data, children are baselined on entry giving a realistic starting point and continuously assessed</li> <li>• What children know, can do and remember is good</li> <li>• Children learn to be motivated, join in, adopt school procedures for learning and behaviour</li> <li>• Staff work with parents to develop a consistent approach for behaviour and learning within the home and school environment</li> <li>• Staff work with external agencies to develop the whole child</li> <li>• Regular meetings to review pupils progress with class team allows for more specific lessons</li> <li>• Children learn self-control, respect for others and try hard despite difficulties they encounter. – Manage feelings</li> <li>• Classroom vocab rich, strong emphasis is given to developing attention and engagement as well as communication</li> <li>• Teaching of phonics to develop early reading skills</li> <li>• Pupils learn to take managed risks, supporting them to be active and adventurous.</li> <li>• Pupils learn why it is important to eat, drink, rest and exercise</li> </ul> <p><b>Even better if;</b></p> <ul style="list-style-type: none"> <li>• Develop resources for EYFS</li> </ul>	

- Develop existing Accommodation – Learning environment encourages inquiry, challenge and resilience
- 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

**QUALITY OF SIXTH-FORM PROVISION – We judge the overall effectiveness of OC to be Good with Outstanding personal development, behaviour and attitudes**

**Background**

Olympic College caters for students of mixed abilities (including physical and learning needs) aged between 16 and 19 years old. Out of 14 students, 40% have ASC as their primary learning need; however, 53% of the whole group have ASC.

In September 2018 the majority of Olympic College moved into our new building at St George's. Now all Post 16 students are there in 2 classes, one specifically for higher need pupils including ASC (Olympic Rainbow). Students primarily come through the Orange or Rainbow pathway; no external students transitioned to us this year. Transition sessions from KS4 take place in the summer term to ensure a smooth transition. We have seen our fourth cohort of students' progress onto Post 19 education at local colleges (Stamford New College, City College and Peterborough Regional College) to further their life skills and to follow employment based courses in catering and retail. OC post 16 meets a gap in the provision available in the city.

**Quality of education**

Teaching within Olympic College is consistently very good with some Outstanding. Monitoring of the quality of teaching and learning is rigorous and is in line with school procedures. (lesson observations, learning walks and work and planning scrutiny). Pupils complete a one-page profile, which identifies their ambitions post 16, these form a basis for the teaching and the options that they may choose while in Olympic College.

**Sources of evidence**

- Behaviour reward system
- Tracking data
- Performance management file
- Curriculum planning overview
- Post 16 leavers destinations
- Iris Behaviour logs
- Attendance data
- Lesson Observations
- School prospectus
- Curriculum scheme of work/ curriculum forecast
- Scrutiny records
- Accreditation work folder
- Accreditation feedback reports from examination boards

<p>The curriculum in Post 16 is being modified to meet the needs of the current and changing cohorts. Our Post 16 curriculum continues to build upon skills developed from Key Stage 4. It has strong links to the preparing for adulthood outcomes, it focuses upon important functional literacy, numeracy, ICT (not all of our students are able to sit Functional Maths or Literacy exams to achieve discreet qualifications.), Vocational, creative arts sessions and Independent skills they need to succeed in life beyond Heltwate. The students' needs are taken into consideration when planning the curriculum to ensure that it is tailored to meet their individual needs. Accredited outcomes are predicted and vary depending on the individual student. Throughout the curriculum, we can accredit using ASDAN personal progress, Equals, City and Guilds and/or AQA unit awards. Students also work on personal targets in these areas to develop knowledge and acquisition of skills. Parents are provided with termly academic reports. Olympic College enjoy close links with external partners such as Pyramid Pioneers, Goldhay Arts (both groups for adults with learning disabilities) and Oundle School. All students engage in enrichment activities.</p> <p><b>Behaviours and Attitudes</b></p> <p>Behaviour within Olympic College is good and staff work with parents to develop a consistent strategy. All incidents are recorded on the school system, Iris. OC provides a safe environment for students to develop resilience to change and overcome their barriers to learning. The teaching staff work closely with pupils and parents to ensure that they are fully informed about their child's achievements. Parents are supported by school staff to attend and enquire about alternate post 19 courses and establishments. Pupils learn appropriate behaviour for learning through clear routines, high expectations and good pastoral support for the school staff. Olympic college have their own behaviour reward system (race track) which is well received by the students. They are set individual token targets to gain by the end of the week and are praised when this is achieved. Attendance is good within Olympic College, there has been no drop out although some students have left us to go onto other college courses within the city.</p> <p><b>Personal Development</b></p> <p>Pupils have a positive attitude to learning and this is modelled and encouraged by the staff that work within Olympic College. SMSC and British Values are promoted. Pupils get involved with the wider events that are going on in and</p>	<ul style="list-style-type: none"> <li>• Student council notes</li> <li>• School policies</li> <li>• Training/ CPD log</li> <li>• Parent feedback at parental events</li> </ul>
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around school e.g. healthy school day and take part in celebrating world/national awareness events and days e.g. autism awareness day.

Pupils have access if required to Speech and Language intervention, OT, Physiotherapy, Educational Psychology and specialist services such as Multi-sensory impairment teams. The curriculum is designed to enable the students to discover their interests and talents through creative arts options (dance, drama), horticulture and external work experience (food bank) or in housekeeping. (school based or working within our own Olympic Café). Excellent community opportunities ensure all students make substantial progress preparing for adulthood and in developing life and independence skills.

The curriculum provides opportunities for students to prepare themselves for life, teaching them important life skills so that they can function in society as independently as they can. We develop their understanding of British Values, being restful, contributing actively and responsibly. All pupils are successfully prepared to move to post 19 provision with local providers through supported transition visits and through the individual students Personal Learning Plans. Pupils are involved in Student Council and contribute to the meeting adding their opinions as well as the consensus of the college.

### **Leadership and Management**

Post 16 is managed and led by a senior leader who has recently gained NPQSL qualification. Post 16 is overviewed and line managed by the Deputy head teacher. High ambitions for the pupils are shared by all staff. There is an increased range of accredited qualifications been introduced which build on skills acquired in KS4.

Post 16 staff work hard to engage effectively with parents, including those that are hard to reach, events are well attended and overall parents are pleased with Post 16 provision. Lead post 16 staff have good knowledge of post 16 college opportunities



<p>Heltwate has a culture of safeguarding, and effective policies which identify pupils who require support for neglect, abuse, grooming or exploitation. Early help to reduce the risk through early intervention and the safe management of adults in school. There are good opportunities for staff to develop through CPD links internally and externally.</p>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Staff work with external agencies to develop the whole child.</li> <li>• Provide links with the colleges to provide a smooth transition for the pupils to Post 19</li> <li>• Curriculum outcomes tailored to meet individual pupils</li> <li>• Teaching is judged to be consistently very good with much of it Outstanding.</li> <li>• Pupil's outcomes are good. Pupils continue to achieve a wide range of accredited units and social and emotional development is consistently excellent.</li> <li>• The curriculum meets the needs of a wide range of pupils and meets their individual needs.</li> <li>• Excellent community opportunities ensure all students make substantial progress preparing for adulthood and in developing life and independence skills.</li> <li>• Olympic College provides a safe environment for students to develop resilience to change and overcome their barriers to learning.</li> <li>• Olympic College has successfully met the needs of all students. There is no drop out although some students have left.</li> <li>• Personal development, behaviour and welfare remains outstanding</li> <li>• OC provides a safe environment for students to develop resilience to change and overcome their barriers to learning.</li> </ul>	
<p><b>Even better if;</b></p> <ul style="list-style-type: none"> <li>• Improve careers opportunities, Gatsby Benchmarking</li> <li>• Develop and embed the Post 16 curriculum in Olympic College and Olympic Rainbow, linking it to independent living and preparing for adulthood outcomes, improved work experience opportunities.</li> <li>• Develop the online tracking system to effectively predict the outcomes for the different learners</li> </ul>	

- Develop an internal moderation format and protocol for moderating accredited units.
- Ensure all staff are trained on delivery and paperwork of new accreditation i.e, AQA
- Provide greater clarity for parents and learners of the curriculum pathways. What accreditation is worked towards, and where learners transition to from these pathways.
- Provide clarity over roles and responsibilities within St. Georges. Embed the new procedures and changes.
- Attendance needs to improve for pupils
- Seek student and parent views through student and parent post 16 surveys
- Improvements in planning, makes reference to the learning outcome and shows clear differentiation.
- All staff to be aware of Post 19 college courses and routes

**OVERALL EFFECTIVENESS** – We judge the overall effectiveness of the school to be Very Good with Outstanding personal development and behaviour and attitudes.

#### **Strengths**

- Teaching is judged to be consistently very good with much of it outstanding.
- Personal development, behaviour and welfare and attitudes to learning remain outstanding but is becoming increasingly difficult to maintain.
- Pupil's outcomes are very good. Pupils continue to achieve a wide range of accredited units and social and emotional development is consistently excellent across the school.
- The introduction of EYFS provision meets a gap in provision in the city.
- Heltwate has a popular and effective post 16 centre, which meets a gap in the provision available in the city.
- Leadership and management in the school is good
- The curriculum meets the needs of a wide range of pupils, tailored to their individual needs.
- Safeguarding is highly effective. Procedures and systems in place and understood

#### **Sources of evidence**

- Observation records
- Effort grades
- Assessment data/tracking
- Policies
- Monitoring and scrutiny evidence
- Performance management and CPD records
- Safeguarding records

	<ul style="list-style-type: none"> <li>• Improvement planning</li> <li>• Governor records</li> </ul>
<b>Impact;</b> <ul style="list-style-type: none"> <li>• All Key judgements are at least good</li> <li>• Safeguarding is highly effective. Procedures and systems in place and understood</li> <li>• All children progress very well particularly those from disadvantaged backgrounds</li> <li>• Pupils are engaged, interested and highly motivated</li> <li>• The curriculum provides a broad and engaging experience</li> <li>• The school is safe</li> </ul>	
<b>Even better if;</b> <ul style="list-style-type: none"> <li>• Provide appropriate accommodation.....</li> <li>• Systems to show progress from starting points are fully embedded. Systems to measure achievement are moderated and match the national criteria.</li> <li>• Continue to secure more Very Good and Outstanding teaching, ensure teachers new to the school uphold existing values and expectations.</li> <li>• To create an efficient and skilled leadership team that can lead and manage the school to meet our aims</li> <li>• Provide quality performance management and Continuing Professional Development</li> <li>• Develop SEND expertise within the school. Particularly autism.</li> <li>• To develop accredited outcomes for year 11 and 14 leavers and provide a transition pathway</li> <li>• Ensuring staff and students remain safe at school.</li> </ul>	