

Heltwate School on a page – Jan 2021v1

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"> • Successful remote learning package being offered. School open to Critical workers & our most vulnerable • Covid Catchup plan in place. • Progress data continues to show pupils making expected or exceeding expected progress • Broad curric pathways from R to Post 16 • Reviewed curric providing individual learning programmes which relate to personal targets and EHCP. • Pupils engaged in their learning, • 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 adapting to meet need. • Displays that celebrate success • High quality CPD 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Safeguarding checks in place. • Good response to home learning • Regular attendance tracking has supported good attendance • Behaviour is exemplary or very well managed. Detailed behaviour and incident tracking • No exclusions • A culture of success exists • Safeguarding and H&S secure • High quality curriculum enrichment • A happy and fun place. • Positive ethos and respect for facilities • Regular rewards and culture of celebration. • Soft skills tracking in place via personal targets. • Positive feedback from parents. 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Personalised EHCP targets for personal development. • 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 • RSE introduced into the curriculum • High quality pastoral support • ICT used to track behaviour and incidents. • Close parental partnership • Pupil Council 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Covid safe. • Remote learning in place • Covid testing in place. • Exciting new build proposed • Personalised curric for all introduced, Detailed new 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 and leadership team development. • 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 	<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, • Evolving facilities, potential new build. 	<p>Key areas of strength:</p> <ul style="list-style-type: none"> • Curriculum builds 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

			<ul style="list-style-type: none"> Detailed financial planning Honest self-evaluation 	<ul style="list-style-type: none"> Pupils learn why it is important to eat, drink, rest and exercise 	
Even better if;	Even better if;	Even better if;	Even better if;	Even better if;	Even better if;
<ul style="list-style-type: none"> Children in school and Curriculum pathways fully embedded, with good transition between Key Stages Cornerstones Curriculum and monitoring with Earwig fully embedded with all groups. Earwig has started to produce purposeful data. KS4 accredited outcomes refined and link to Cornerstones curriculum and Earwig Ensure the level of challenge is consistently high & takes into account individual needs & EHCP targets Develop SEND expertise Ensure Teaching is never less than Very good Whole school focus on writing ICT systems embedded across all classrooms. Learning Outside the Classroom Quality Badge 	<ul style="list-style-type: none"> embed soft skill monitoring through Earwig Review Behaviour monitoring systems develop Pupil RA. Work better with supporting services to provide high quality provision for the most challenging children. Develop rewards system, presently somewhat on hold. Develop the quality of staff and student debrief after serious incidents. Restoration/reflect/repair/connect. Develop the use of social stories and help scripts. Provide continuing understanding of behaviour management/Team Teach 	<ul style="list-style-type: none"> EHCP process more focused and personalised. Embedding Earwig to show improvement in meeting personalised targets Extended curriculum opportunities continue to expand. RSE, 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"> Restructure and strengthen leadership team to better meet the needs of the school on multiple sites. Adapt and interpret Earwig tracker to drive improvement. Ensure financial stability, respond to Covid implications. Extend and adapt whole school accommodation to meet needs of SLD learners. Work with partners to corroborate judgements. Closer monitoring and supervision of 3 way split site. Develop CPD opportunities for TA's to develop S&L, OT, reading etc, 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"> Provide greater clarity of the curriculum pathways. Develop and embed the Post 16 pathways and curriculum Improve careers opportunities Develop tracking system, and internal moderation Ensure all staff are trained for new accreditation boards Provide clarity over roles and responsibilities 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	School Judgement – Very 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)					

School improvement priorities

Covid19 Catchup Strategy

- Ensure curriculum delivery; either remote or in school is personalised, addresses EHCP easements and has suitable Covid19 preventative measures and risk assessments.
- Ready the school for a phased return of YP and further home learning needs (E.g. a Third or continued lockdown)
- Ensuring all students can safely access online learning at home
- Review the impact of lockdown on each YP, and identify catchup needs ensuring they are making social, emotional and academic progress following the lockdown period
- Ensuring teachers are able to continue to deliver high quality teaching and learning
- Understanding T&L strategies within the 'new normal' way of teaching
- Maintaining a high attendance and engagement for all students is a priority
- Wellbeing: Students adjusting to the new school routines and structures
- Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful
- Students potentially dis-regulated due to interruption of daily routines
- Responding to gaps in progress that have appeared from March 20
- Gaps in curriculum as identified by class teacher
- Providing for staff wellbeing

Quality of education

- Develop and embed 3 differentiated curriculum pathways for learners from KS1 to 3 which refine outcomes with a personalised curriculum with a focus on independent and **functional/independence** skills.
- Establish and embed Earwig Assessment and monitoring tool throughout the school to provide accurate progress and achievement data.
- Embed **soft skills** into a pupils personalised curriculum.

	<ul style="list-style-type: none"> ● Improve the quality of target setting within EHCP and ensure these targets are reflected in the curriculum and personalised targets. ● Refine tracking system and accountability for recording accreditation outcomes for KS4 and 5, ● Ensure the level of challenge is consistently high & takes into account individual needs ● Extended curriculum opportunities and provide specialist subject provision ● Whole school focus on writing ● Review and monitor existing reading schemes. Invest in developing an age appropriate library. ● Develop principles for ‘assessment for learning’ and then the quality of recorded observations ● Build on our NAS accreditation to better meet needs of students. Develop SEND expertise. NAS staff training plan. ● Develop EYFS curriculum and the recording and reporting systems ● Refine the Post 16 pathways, curriculum and accreditation. ● Develop procedures to monitor the quality of learning in school and home learning to ensure a high quality blended offer. ● Ensure the ICT systems in school are used as a tool to support learning. ● Maintaining Quality Marks, achieving Learning Outside the Classroom Quality Badge
Behaviour and attitudes	<ul style="list-style-type: none"> ● Work with the LA to identify a safe and manageable school and home learning cohort, liaise effectively with parents. ● Re visit behaviour management and engagement in the context of lockdown, ● Use IRIS to track and monitor behaviour to inform whole school behaviour planning and pupil risk assessment ● Review the whole school rewards system and House system in light of Covid restrictions. ● Develop a playground ‘buddy ‘system for unsupervised times. (delayed due to Covid) ● ‘Class DoJo’ has been introduced to provide a consistent whole school approach to communication and improved every day parent contact. Develop the use of rewards. ● Develop role of Welfare Manager, Develop transition and Induction processes, CiC, PP intervention, Induction ● Ensure safeguarding procedures are clearly understood, Re visit Whistleblowing, Introduce ‘My Concern’ safeguarding ● Use the new curriculum to track ‘soft skills’ ● Refine the cycle for Team Teach training staff and student debrief after serious incidents. Restoration/reflect/repair/connect.
Personal development	<ul style="list-style-type: none"> ● Provide specialist therapeutic provision. (Covid restrictions)

	<ul style="list-style-type: none"> ● Work better with supporting services to provide high quality provision for the most challenging children. ● Continue to promote; SMSC, multi faith, PREVENT, British values. ● Develop and share a pathway for careers and next steps development. Review Gatsby indicators to meet pupil's needs. ● Monitor appropriate Relationships and Sex Education into the curriculum ● Introduce a growing awareness of wellbeing and emotional literacy across the school ● Implement action plans for Kite Marks; Arts Mark, Autism, Eco Award, Learning outside the Curriculum. <p style="color: red;">Refine EHCP target setting to include; Health moving on and teachable targets.....</p>
<p>Leadership and management</p>	<ul style="list-style-type: none"> ● Ensure the school conforms to LA and public health guidance ensuring a Covid safe environment ● Strengthen the leadership structure and team to better meet the needs of the school. School succession and staffing plan. ● Review staffing and safer recruitment in light of the new requirements. ● Review governor recruitment/ meeting/ training and visits in light of new requirements. ● Continue to develop staff appraisal, for all staff, Link teacher appraisal more closely to the curriculum and pupil progress. ● Pupil learning pathways and the curriculum needs to be more clearly shared with parents and staff ● Ensure teaching is never less than very good ● Use tracking data to evidence progress across the school, and then to drive improvement. ● Review the appraisal process for teaching staff, linking more closely to the curriculum and pupil progress. Develop a more robust system for support staff. Develop CPD opportunities for TA's to develop S&L, OT, reading etc Develop SEND expertise – Staff training plan ● Ensure the financial sustainability of the school by maximising the use of available and additional funding and developing a reactive 3-5 yrs plans ● Extend and adapt whole school accommodation. ● Work with partners to corroborate judgements. ● Develop and refine the Every system to monitor H&S and HR

	<ul style="list-style-type: none"> • With staff look at ways to address workload and wellbeing – Mental Health strategy and plan, Stress and wellbeing action plan. Ensure SLT wellbeing is not neglected.
<p>Quality of education in early years</p>	<ul style="list-style-type: none"> • To ensure all staff have an awareness of statutory EYFS guidance and are fully supported to provide effective and high quality teaching and learning • Develop the EYFS curriculum for the changing cohort • Refine tracking system that will assess and monitor progress • Develop resources for EYFS • Develop existing Accommodation – Learning environment encourages inquiry, challenge and resilience • improve outdoor provision to create more opportunities for child led play and exploration • Develop partnership working with parents and other specialist settings • Take part in some cross school moderation and learn from other regional special schools.
<p>Quality of sixth-form provision</p>	<ul style="list-style-type: none"> • Refine and embed the Post 16 curriculum in Olympic College and Olympic Rainbow, linking it to preparing for adulthood outcomes (PfA) • 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 • Develop the online tracking system to predict the outcomes for the different learners. Ensure the level of challenge is consistently high • Ensure all staff are trained on delivery and administrative procedures of the new accreditation boards i.e. AQA and embed internal moderation and protocols for moderating accredited units. • Improve careers education, Gatsby Benchmarking • Provide clarity over roles and responsibilities within St. Georges. • Attendance needs to improve for pupils • Seek student and parent views through student and parent post 16 surveys • All staff to be aware of Post 19 college courses and routes.