Heltwate School on a page – Sept 2022

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Quality of Education in Early Years	Quality of Sixth Form Provision
Key areas of strength:	**Key areas of strength:**	**Key areas of strength:**	**Key areas of strength:**	**Key areas of strength:**	**Key areas of strength:**
- School remains open to all, recovery plan in place. - New teacher progress meetings show the progress of each pupil against their individual targets. - There are 6 broad curric pathways from R to Post 16 - The curriculum provides individual learning programmes which track back from EHCP targets. - Pupils are engaged in their learning. - Nearly all teaching is consistently good or outstanding. - Monitoring of the quality of teaching and learning is rigorous. (Progress meetings, lesson obs, learning walks and work and planning scrutiny) - High quality learning environments adapting to meet need. - Good KS4 accreditation outcomes - Displays that celebrate success - High quality CPD	- Safeguarding and H&S secure - 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 online. - No exclusions - A culture of success exists - 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.	- Personalised EHCP targets for all pupils. - PP effectively used to ensure PP pupils progress/experience 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 - Effective transition arrangements throughout. - Prep. For Adulthood outcomes embedded. - School assemblies - Integration of SMSC into the curriculum - RSE introduced into the curriculum - High quality wellbeing/ pastoral support - Close parental partnership, efficient use of class Dojo. - Pupil centred School Council - Our quality marks, NAS, Arts Award, Ecco, Healthy sch, Equal.	- School is safe. Including safeguarding. - Covid compliant - New build in progress - Personalised curric for all introduced, Detailed new pupil tracker for Academic and Social Emotional 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. - Performance management linked to key priorities. - Track record of improvement - Embedded online systems which monitor behav. Parental contact, HR, H&S safeguarding - Detailed financial planning - Honest self-evaluation	**Sept 2022-23 no EYFS cohort.** - 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 pupil's progress - 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 - Personalised targets, build on prior knowledge - Teaching of communication - Pupils learn to take managed risks, - Evolving facilities, potential new build.	- Curriculum builds upon key skills learned within Discover @Heltwate. - Good KS5 outcomes - 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, the colleges. - Parental links. - Transition arrangements. Students are well informed of Post 19 options. - SMSC and British Values are promoted, pupils involved with events. - NPQSL qualified Post 16 lead - Good opportunities for staff development CPD

Even better if;	Even better if;	Even better if;	Even better if;	Even better if;	Even better if;
Quality of Education	**Behaviour and Attitudes**	**Personal Development**	**Leadership and Management**	**Quality of Education in Early Years**	**Quality of Sixth Form Provision**
• Continue to monitor the whole school curriculum for effectiveness and impact • Ensure consistence of Quality & quantity of observations • KS4 accredited outcomes adapted to meet needs of changing cohort. • Ensure the level of challenge is consistently high • Ensure Teaching is never less than Very good • Whole school focus on early reading and writing skills • ICT systems embedded across all classrooms to support learning. • Learning Outside the Classroom Quality Badge and Equality Mark • Establish a robust Quality Assurance process within school and wider community • Ensure there is curriculum coverage, progression across the pathways	• Embed soft skill monitoring through Earwig. • Recovery; offsite visits, whole school events reintroduced. • Review Behaviour monitoring systems develop Risk Reduction plans • Work effectively in collaboration with supporting services to provide high quality provision for pupils with complex needs • Develop the use of social stories and help scripts. • Provide continuing understanding of behaviour management /Team Teach, rewards, debrief after serious incidents. • Develop SEND expertise, communication, and sensory expertise.	• Enhance the quality of target setting within EHCP and appropriate personalised trackback targets. • Continue to monitor the use of Earwig to show progress & improvement in meeting personalised targets • Extended curriculum opportunities continue to expand. Post Covid recovery. • Monitor RSE, SMSC, multi faith, PREVENT, British values within curriculum Continue looking for opportunities • Continue to grow the awareness of wellbeing and emotional literacy across the school • Provide specialist therapeutic provision • Embed Careers across all pathways, including Post 16	• Restructure and strengthen leadership in all areas of the school,across multiple sites. • Adapt and interpret Earwig tracker to drive improvement. • Prepare strategies to ensure financial stability. • Enhance the reporting formats to review curriculum journey data • Extend and adapt whole school accommodation to meet needs of SLD learners. • Work with partners to corroborate judgements. • Develop staff resilience, well-being and workload. • Refocus governance • Develop and refine the leadership of Core subjects, and establish a clear leadership structure of each of the pathways • Ensure the financial sustainability of the school	• Embed the changes of the new EYFS within our Engage pathway. • Enhance EYFS curriculum for the changing cohort 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 • Work effectively with parents and other specialist settings to ensure collaborative working • Work with other SEN EYFS provisions to quality assure provision impact.	• All staff to be aware of Post 19 college courses and routes. • Work with parents to inform them of Post 19 options • Continue to monitor and enhance the tracking system, and internal moderation • Ensure all staff are trained for new accreditation boards • Improve attendance of pupils • Seek student and parent views through post 16 surveys • Review Admittance guidance. • KS5 accredited outcomes need refining to meet needs of changing cohort.
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 themes 2022-23	
Priority 1 - Teaching and Learning	To further develop the quality of teaching and learning to ensure quality and effectiveness for all learners	- Develop a curriculum pathway. Ensure that staff know of this and that it is shared with parents and the wider school community - Monitor the whole school curriculum framework for effectiveness and impact on learning - Improve the quality of target setting within EHCP and ensure these targets are reflected in the curriculum and personalised targets. - Monitor the use of Engagement profile within Engage and Explore pathways - Create a Careers framework within school that is embedded into the curriculum - Establish a robust Quality Assurance process within school and wider community - Enhance the reporting formats to review curriculum journey data at key points throughout the year so that all stakeholders are informed - Review the school quality marks, renew if necessary - Monitor and evaluate the accreditation offered at Key Stages 4 and 5 - Develop and refine the leadership of Core subjects, and establish a clear leadership structure of each of the pathways - Identify what ICT requirements are needed within each Curriculum journey to allow pupils to develop key skills - Ensure there is curriculum coverage, progression across the pathways	
Priority 2 - Behaviour and Attitudes	To further develop pupil's personal and academic conduct to promote high levels of self-esteem and self-reliance.	- Revisit, update, and share our Behaviour Policy with all stakeholders, monitoring its impact - Embed Pupil Risk Reduction plans and monitor the impact on these against personal targets and ensure consistency - Ensure staff receive appropriate CPD to implement the school's Policy effectively - Develop the use of social stories and help scripts across the school - Provide continuing understanding of behaviour management/Team Teach, rewards, debrief after serious incidents - Work effectively in collaboration with supporting services to provide high quality provision for pupils with complex need	
Priority 3 – Leadership and Management	To further develop the leadership of the school to ensure all leaders understand the priorities of the school and are actively engaged with the process of school improvement.	- Leaders understand the school's areas of strength and areas for improvement - Restructure and strengthen leadership team to better meet the needs of the school on multiple sites. - Prepare strategies to ensure financial stability. - Develop and refine the leadership of Core subjects, and establish a clear leadership structure of each of the pathways	
Priority 4 - EYFS	To further enhance the provision within the Early Years to that enable access to opportunities which promote learning	- Embed the changes of the new EYFS within our Engage pathway. - Enhance EYFS curriculum for the changing cohort 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 - Work effectively with parents and other specialist settings to ensure collaborative working - Work with other SEN EYFS provisions to quality assure provision impact.	

Priority 5 – Post 16	To further enhance the provision within the Post 16 to enable them to access suitable Post 19 opportunities	- All staff to be aware of Post 19 college courses and routes. - Work with parents to inform them of Post 19 options - Continue to monitor and enhance the tracking system, and internal moderation - Ensure all staff are trained for new accreditation boards - Improve attendance of pupils - Seek student and parent views through post 16 surveys - Review Admittance guidance. - KS5 accredited outcomes are refining to meet needs of changing cohort.