


Heatherwood School Self Evaluation Form 2023-24

Vision & Values	Context	Progress since the last Inspection against Ofsted's actions			
<p>All priorities are aligned to the School's Vision:</p>  <p>Our Vision is underpinned by our Values:</p> <p>Communication: We deeply value a total communication approach to ensure all voices are heard.</p> <p>Respect: We celebrate being part of a diverse community; being mindful of everyone's beliefs and values and the needs of our learners and their families.</p> <p>Innovative: We continually strive for improvement and advancement for all.</p> <p>Passion: We push the boundaries of inclusive practice and pursue innovation and risk taking.</p> <p>Collaboration: We work in partnership for the good of the young people in our care; seeking out opportunities to share ideas and good practice.</p> <p>Celebration: We celebrate and share success at every level; celebration is a reward to be enjoyed.</p> <p>Professionalism: We promote continuous improvement and quality of service through our professional approach; showing respect and integrity to all stakeholders.</p> <p>Openness: We interact with honesty and integrity with: pupils, staff, families, agencies and the wider community. We are open to new ideas.</p>	<p>Heatherwood School is a vibrant learning community and part of Nexus Multi Academy Trust. It is a special day school for pupils aged 3-19 years with severe, profound and/or multiple learning difficulties.</p> <p>We have an additional post 16 provision for pupils with moderate learning needs; and a small cohort are educated at, The Bridge, our offsite provision (shared with three other Nexus MAT Academies: Coppice, North Ridge and Pennine View).</p> <p>In September 2022, the school has established a class of EYFS/KS1 pupils with a diagnosis of ASD in response to a shortage of placements within the Local Authority.</p> <p>We are committed to preparing our pupils for adulthood through the provision of outstanding levels of education and care. We facilitate innovative opportunities and experiences to engage, and motivate, all pupils.</p> <p>Similarly, we are dedicated to multi-disciplinary team working, in partnership with parents and carers, to ensure all pupils develop appropriate skills for life and achieve their full potential.</p> <p>Heatherwood School is part of Nexus Multi Academy Trust. The Trust was founded in 2016 and has the highest ambitions possible for everyone. Nexus MAT is a forward thinking and innovative Trust with</p>	<p>Key Areas</p> <p>Ofsted 2016 – identified area of development. Improve the quality of teaching and learning of post-16 students to outstanding by:</p> <p>Ensuring that work set meets the needs of pupils accurately in order to maximise progress made,</p> <p>Increasing the number of checks made by senior leaders on the quality of teaching and learning in the post-16 provision to accelerate improvement.</p>	<p>2020-21</p> <p>September 2020 saw the return of approx. 50-60% of pupils due to the ongoing COVID 19 restrictions, many other pupils remained at home due to their medical needs and perceived vulnerability. The focus in school was around maintaining pupil wellbeing, the Recovery curriculum was incorporated within the existing curriculum to ensure pupils were well supported. The implementation of the CORE curriculum began although low attendance and disruptions due to the pandemic resulted in this being disjointed. Due to lower pupil numbers, Post 16 learners were grouped together to support a model of social inclusion whilst re-engaging pupils in learning. Due to the ongoing restrictions, opportunities were lost for community participation including travel training.</p>	<p>2021-22</p> <p>Further personalisation was incorporated into the Post 16 provision with classes being organised according to their ability to enable a more focussed curriculum offer according to individual pupil needs. Alongside this, an additional teacher was moved into the Post 16 provision to ensure quality teaching and learning. Development of The Bridge satellite provision within the Trust ensured that the Post 16 learners with moderate learning needs could be sufficiently challenged and supported to achieve their aspirations through an Employability focused curriculum offer.</p>	<p>2022-23</p> <p>Reviewed Post 16 provision following significant input to curriculum and organisation from school's newly appointed AHT. Priorities identified on 2023-2024 SIP. Change of Post 16 Leadership, one of school's Phase Leaders now Post 16 Lead. Provision adapted to enhance The Bridge's provision (offsite Post 16 class). Review of PMLD curriculum (2023 – 2024). SLT curriculum pathways being enhanced. Post 16 part of whole school's robust monitoring calendar.</p>

Our Vision and Values are encapsulated into our Mission Statement:

'Seeking to develop a better tomorrow for all learners, through a holistic blend of quality first teaching experiences; celebrating pupils' strengths along a highly personalised learning journey'.

collaboration, enrichment and improvement enshrined within its day to day practice ensuring that pupils and their families are always at the centre of what they do.

The vision for Nexus is:

'Learning together, to be the best we can be'.

This vision is what we aspire to and is as relatable to every employee and partner of our Trust as it is to our children, young adults and their families.

Heatherwood School serves the needs of the whole of Doncaster City and the majority of pupils come to school via L.A. transport; bus or taxi.

The school is situated in a pleasant location near Doncaster's racecourse and is approximately 4 miles out of the town centre. The main part of the school dates from 1976 and was formerly a special school. The addition of, what is now, the ARC, took place during re-organisation and was completed in 2009. This has been enhanced by an extensive programme of refurbishment to include: a sensory room, a soft play room, refurbishment of the Hall/P.E. equipment, improvements to the swimming pool and changing areas, a rebound therapy room, a new teaching space, enhanced Post 16 Provision, the opening of the wildlife garden and forget-me-not garden and more recently, a new roof and boilers!

Staff have been selected for their skills and experience in working with our pupils. In

addition to the teachers and classroom support staff, we work very closely with medical colleagues and the school nursing service.

The school has planned places for 85 pupils and there are currently 84 pupils on roll, all of whom have an Education and Health Care Plan (E.H.C.P.)
21 pupils are currently eligible for pupil premium funding; 3 pupils are LAC.
(Correct September 23)

With the exception of Early Years and Y1 and 2, pupils are grouped according to their ability and needs rather than their chronological age.

The school has classes ranging from Early Years to Post 16, including a group of pupils who are educated at our offsite Post 16 provision, The Bridge.

The organisation includes The ARC (Achieve, Respond Communicate) which is our complex needs provision for pupils on the sensory pathway.

Early Years Foundation Stage—all pupils entering school are taught in a mixed ability class by John Trickett.

All other classes are, grouped by level of need, and have an appropriate staff to pupil ratio.

With the exception of our current Purple Class who are a bespoke group of EYFS and KS1 children with ASD.

Cover Supervisors, Learning Support Assistants, General Assistants, Child Support Workers, Therapists and Nurses all work alongside

the Class Teacher in order to develop the full potential of each individual pupil.

Where necessary close contact is maintained with the Hospital Teaching Services in Doncaster Royal Infirmary, Sheffield Children's Hospital and other hospitals to which pupils may be admitted, in order to provide continuity of their education during periods of absence, due to medical reasons, from school.

There is always a nurse on site to support with emergency situations and to assist in coordinating packages of support, deliver training and liaise with external professionals.

Other professionals who are regularly in school include Hearing Impaired Service, Social workers, Transition team, CAHMs and the Dietician.

Significant developments since the last inspection:	The key themes for 2023-24 are:
<p>Leadership changes – Appointment of new senior leaders: Head of School, Assistant Headteacher and an extended leader/class teacher joined an established Executive Headteacher, Deputy Headteacher and extended leader/class teacher. More recently the substantive Deputy Headteacher has assumed the interim role of Head of School supported by the existing Assistant Headteacher and Executive Headteacher; which the creation of a temporary Assistant Headteacher Post to aid capacity.</p> <p>Staffing changes – A new teacher joined an established teaching team. More recently two additional new teachers have joined.</p> <p>Governor changes – Changed to Local Governing Board on academisation; which has since converted to an Academy Council.</p> <p>Significant school improvement initiatives: CORE curriculum Development of the Post 16 provision to embed the provision for MLD learners, The Bridge Provision Small cohort of ASD KS1 pupils. Introduction of phonics as appropriate. Eco School Award</p> <p>Links to research / national projects: Introduction of new curriculum, Post 16 qualifications. Education Endowment Fund. Nexus MAT evidenced based practice network.</p>	<p>A. Leadership and Management:</p> <ol style="list-style-type: none"> 1 Appoint a substantive Headteacher and create a robust transition plan. 2 Develop the role of the interim Senior Leadership Team; identifying clear roles and responsibilities and lines of accountability. 3 Develop the role of new Middle/Subject Leaders. 4 Create a CPD strategy for support staff. 5 Explore EYFS Education Recovery Programme (DfE). 6 Review Post 16 (PMLD) curriculum. 7 Further develop Post 16 (SLD) curriculum pathways. 8 Review Heatherwood’s approach to assessment and pupil progress. 9 Review teacher workload (DfE). 10 Develop a Staff Wellbeing Strategy. 11 Enhance parental engagement. <p>B. Quality of Education:</p> <ol style="list-style-type: none"> 12 Implement changes to the C.O.R.E. curriculum based on the Chailey Model. 13 Embed the teaching of phonics and reading. 14 Implement Launchpad for Literacy. 15 Embed a whole school approach to writing; including the use of appropriate technologies. 16 Review the mathematics curriculum. 17 Implement the 5-A-Day (EEF) 18 Embed the Move Strategy. <p>C. Behaviour and Attitudes:</p> <ol style="list-style-type: none"> 19 Develop an Attendance Strategy; ensuring pupils have consistently good attendance in line with National Average (Special) or better. 20 Implement a consistent approach to behaviour and rewards throughout school. 21 Develop a biophilic and eco-friendly approach to the school’s environment; exploring the impact this has on behaviour and attendance. 22 Implement the updated Annual Review Process; enhancing parent/carer understanding of school, its opportunities and the impact of learning. <p>D. Personal Development:</p> <ol style="list-style-type: none"> 23 Implement the Heatherwood 10 Experiences; enhancing the pupils’ cultural capital through a range of experiences. 24 Review the delivery of Religious Education. 25 Review the delivery of Relationships and Sex Education. 26 Pursue the Eco School Green Flag (distinction) Award; recognising the impact of the school’s carbon footprint. 27 Further Develop outdoor learning opportunities; further enhancing the curriculum offer.

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Leadership and Management	Quality of Education
Grade 1	Grade 2 <i>(due to appointment of new teachers – expect to be 1 at the end of the Autumn Term)</i>
<ol style="list-style-type: none"> 1) Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period. 2) Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including 	<p>Intent:</p> <ol style="list-style-type: none"> 1) Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <p>Intent:</p> <ol style="list-style-type: none"> 1). Ambition in the curriculum is created through the carefully designed learning pathways: sensory, active, bridging and intentional. Including EYFS and Post 16 programmes of study. The curriculum’s intent, implementation and impact is reviewed annually to ensure it meets the needs of all pupils. Staff have high expectations of all pupils and this is reflected in their targets. <i>(CORE curriculum, EHCPs.)</i> SIP Priorities: B12, D23 Cultural capital is developed through local community and targeted visits, outside visitors, faith leader visits and enrichment days and the PPG is used to facilitate. <i>(Enrichment term overview 2023-24, trips and residential visits plan)</i>
<ol style="list-style-type: none"> 1) April 2022, whole school Vision and Values Training Day. September 2023, Everyone’s a Leader Training day. <i>(Training day MS forms’ feedback – evidence file.)</i> Comprehensive policies are in place in school and across the MAT, these are included in the induction process to ensure consistent practice. <i>(Policies and induction checklist.)</i> Throughout the pandemic, there was a strong ethos of maintaining contact with parents and fostering trusting relationships. <i>(CPOMs, register of family/pupil need).</i> 2) Comprehensive staff training schedule and quality CPD offer; the latter being enhanced for support staff. 2023/24 SIP Priority: A4. Leaders offer opportunities for all staff to progress and develop their knowledge. <i>(CPD training log, feedback from</i> 	

<p>ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p> <p>3) Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p> <p>4) Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p> <p>5) Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.</p> <p>6) Leaders protect staff from bullying and harassment.</p> <p>7) Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p><i>B11, peer review and subject deeper dives, support and challenge meeting notes presentations to Academy Council, pupil progress meetings, monitoring and moderation – evidence file).</i> Subject leaders attend Nexus MAT network meetings as appropriate. Heatherwood does not have any ECTs at the moment but the Head of School (DB) completed ECT mentor training; and has since delivered training to ECTs in collaboration with Learners' First.</p> <p>3) Robust monitoring systems in place (<i>monitoring calendar, lesson visits, learning walks, book looks</i>) to ensure all pupils access an appropriate and relevant curriculum offer. Feedback to staff and support implemented where appropriate. Bespoke programmes available for pupils at all ability levels; this includes employability and life skills programmes at The Bridge. Offsite provision is closely monitored to ensure it is relevant and challenging for all pupils. Curriculum, EYFS and Post 16 reviews scheduled: 2023/24 SIP Priorities: A5, A6, A7, B14, B16, D24, D25. Ring fenced grants are used to enhance and extend the curriculum offer whilst providing opportunities for community-based learning.</p> <p>4) Planned parents/carers' events including coffee afternoons, information sessions, class based and whole school events. (<i>Whole school calendar, parent carer events.</i>) 2023/24 SIP Priorities: A11, C22, D23. Strong links with local services for both children and adults. Developing opportunities with local employers and businesses some of which is via The Bridge offsite provision.</p> <p>5) Staff feel well supported (<i>staff questionnaires and feedback</i>). Strong emphasis on staff wellbeing. (<i>Wellbeing training day, wellbeing group, SWAY noticeboard, wellbeing challenges, yoga, sound therapy, coaching sessions</i>). With plans to extend this further into a wellbeing strategy. 2023/24 SIP Priority: A10. Workload is planned out across the term/year to support staff in managing their workload. (<i>Whole school annual calendar</i>). SIP Priority: A9</p> <p>6) Leaders follow Nexus policies to ensure a consistent approach with effective and appropriate support from HR team. (<i>Staff logs, staffsafe</i>). September 2023 focussed on Everyone's a Leader and reminded staff of how their behaviour can plant the seed of success or failure in others, emphasis on how they make people feel. (<i>PPT presentation, staff feedback</i>).</p> <p>7) Governors have completed relevant training to their role and participate in regular information sharing to ensure their knowledge of school remains current. (<i>Academy Council calendar, training log/action plan</i>).</p>	<p>2) The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>3) The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>4) Pupils study the full curriculum; it is not narrowed. <i>In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9.</i></p> <p>5) The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>6) The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Implementation:</p> <p>7) Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</p>	<p>2) The pathways provide coherently planned and sequenced opportunities for learning which directly link to EHCP outcomes to provide an ambitious and personalised offer, as evidenced above. The EYFS and Post 16 are areas of priority this year ensure secure foundations for the next stage of education/learning and employment. 2023/24 SIP Priorities: A5, A6, A7.</p> <p>3) Depth is created through the three stages of skill acquisition; emerging, developing and secure; these also link directly into the school's assessment framework. (<i>SOLAR assessment framework and pupil progress data, Post 16 qualifications, EYFS moderation</i>).</p> <p>4) The curriculum is broad and balanced and more recently enhanced by Cornerstones thematic approach. Remote learning is available when necessary and links with the hospital school further reduce any potential lost learning (<i>curriculum themes</i>.) Leaders constantly seek ways to develop curriculum breadth through the involvement of community partners and stakeholders.</p> <p>5) The curriculum is designed to develop pupils' skills and knowledge through sequenced opportunities, before applying that to a different context to gain a secure judgement. Small steps within the curriculum schema allow for sequential learning across all subjects. All learning leads towards the next steps for each pupil. (<i>CORE curriculum, EHCP outcomes</i>.)</p> <p>6) The curriculum coverage is appropriate to the needs of all learners and provides a breadth of opportunity to develop curiosity, engagement and independence through carefully planned real life opportunities and experiences, in and out of school. (<i>Lesson observations, scrutiny of work/evidence, learning walks</i>.)</p> <p>Implementation:</p> <p>7) The curriculum is delivered through creative, person-centred teaching where staff have high expectations for pupil achievement whilst acknowledging (and reducing) their barriers to learning (<i>Lesson observations, scrutiny of work/evidence, learning walks</i>). School has two new teachers this year, from September 23 (one permanent and one fixed term) and therefore, plans are in place to ensure their curriculum and subject knowledge is good. 2023/24 SIP Priority: A3 Teachers are supported to update their knowledge through a robust CPD offer which incorporates specialist knowledge as well as the most recent guidance (<i>EEF, Learners First, specialist complex needs training: Ian Bean IT, phonics</i>.) The PPG is also being utilised to purchase specialist support from PT Kids to ensuring teachers are supported, as appropriate, to develop their knowledge. (<i>PPG</i>) Leaders provide effective support, including mentorship, for the new teachers, with less</p>
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<p>8) Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p> <p>9) The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	<p>8) Identified members of the Local Governing Body have complete annual safeguarding training along with school-led sessions with the DSL. <i>(Training log, certificates).</i></p> <p>9) Bi-weekly safeguarding training, annual in-depth training, including KCSIE for all staff and regular email updates. It could happen here posters displayed across school and at The Bridge. Use of CPOMs to record all concerns to facilitate a prompt response which all leaders are involved in. Robust safer recruitment systems in place, led by Executive Headteacher. Key personnel have completed Safer Recruitment training; Executive Headteacher, Head of School, and Office manager. Close involvement of CEO and HR ensure advice and support is readily available. RSE curriculum delivered as appropriate to individual pupils' needs and more extensively in Blue Class, The Bridge and The Key. All policies are up to date. As mentioned above staff are also taught to safeguard themselves considering their own mental health and wellbeing. <i>(Policies, training logs and certificates, safeguarding scenarios and videos, RSE curriculum, work scrutiny.)</i></p>	<p>8) Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>9) Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>10) Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p> <p>11) Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p> <p>12) Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>experience in teaching SEND pupils. They also support with specialist strategies and include external agencies where relevant. E.g. CAMHs, Sensory OT, SaLT</p> <p>8) All lessons are personalised and planned to the needs of individuals. Objectives are shared at the beginning of lessons and teachers understand these are understood by support staff. Teaching can take the form of whole class, small group or individual. <i>(Planning examples, lesson visit feedback, progress data, pupil progress reports.)</i></p> <p>9) Teachers provide opportunities for repetition and over learning. Skills are taught in specific contexts, different environments and by different people to ensure mastery is developed, as appropriate to individual pupil need. Evidence based practise and the principles of the EEF, 5-A-Day will further enhance this work. 2023/24 SIP Priority: B17. Assessment criteria is based on judgements in relation to emerging, developing and secure <i>(Engagement Profiles, SOLAR assessment framework.)</i></p> <p>10) Personal Learning Plans support pupils who are unable to access school due to pre or post-surgical interventions, including support from the hospital school, and ensure they remain connected with their peers <i>(Remote Learning Plan.)</i></p> <p>11) A robust assessment system is in place for all pupils allowing teachers to carefully track and monitor their achievement. End of year targets are closely linked to EHCP outcomes and provide appropriate levels of challenge. Pupils engagement is tracked through a pupil profile detailing pupils' performance <i>(Engagement Profiles, SOLAR assessment framework.)</i> However, given the evolution of the CORE curriculum leaders feel it is time to review the assessment system to ensure it continues to accurately reflect and capture pupils' learning and progress. 2023/24 SIP Priority: A8 Opportunities to repeat work allow pupils to embed learning and deepen their understanding.</p> <p>12) Staff ensure the learning environment is suitable for the needs of the children in the classroom. Classroom displays are used effectively to support learning, encourage independence and recognise achievement Planning partners have been introduced, more recently, to support teacher workload and changes to the school day have facilitated time for teachers to meet with their support staff; albeit 15 minutes per day. Leaders support teachers to organise their workload by identifying deadlines, each term, to ensure they don't overlap or become too unyielding. 2023/24 SIP Priority: A9.</p>
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<p>13) The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>14) Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>15) A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>16) The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>17) Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>13) Subject matter is presented as appropriate to the needs of the pupils. This includes use of multi-sensory stimuli and appropriate technology; Heatherwood places great emphasis on access to the curriculum. <i>(Classroom visits, planning and resources.)</i></p> <p>14)The development of phonics and reading, remain priorities on this year's SIP, including the launch of Launchpad to Literacy. 2023/24 SIP Priorities: B13, B14. Heatherwood has adopted the Read Write Inc synthetic phonics scheme, as appropriate, to pupil need/ability. All classes, irrespective of pupil ability, promote a love of reading. The English Lead has created a reading spine and promotes 'every child is a reader' in the reading action plan. <i>(Classroom visits, library, reading spine, action plan.)</i></p> <p>15/16) As above, a thorough reading action plan has been created to target further teacher subject knowledge, broaden levels of understanding and curriculum access and sustain current developments. Resources have been purchased to develop and sustain the pupils' synthetic phonic knowledge, staff training has been delivered and the English Lead will ensure new staff receive said training in a timely manner. 2023/24 SIP Priority: B13. <i>(Phonics action plan, planning, lesson visits.)</i> Many pupils are performing at a pre-phonics level thus the implementation of Launchpad to Literacy. 2023/24 SIP Priority: B14.</p> <p>17) RWI training delivered and leaders make clear and model the expected literary standards. Staff promote their own love of reading. <i>(I am reading...displays.)</i></p>
<p>Impact</p> <p>18) Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</p> <p>19) Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</p> <p>20) Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain</p>	<p>Impact:</p> <p>18) A detailed and thorough analysis of all pupil outcomes is completed each term; this culminates in the production of a standards report and pupils progress meetings. <i>(Pupil progress reports, scrutiny of work/evidence.)</i> Similarly, the curriculum is regularly reviewed to ensure the skills and knowledge still reflect pupil need. 2023/24 SIP Priority: B12.</p> <p>19) The impact of the curriculum is not reflected in the results of national test/examinations. However, this is evidenced in relation to all potential vulnerable groups (i.e. EAL, PPG etc) which is then analysed against other non-vulnerable groups. Data analysis would suggest that the greater majority of pupils meet their end of year targets. <i>(Pupil progress meetings, standards report Post 16 entry level qualifications.)</i> Similarly, detailed pupil engagement profiles are maintained and outline the progress pupils make; all indications are that progress is good.</p> <p>20) School liaises with all receiving destinations to ensure transition is effective and efficient; these are closely linked to all aspirations outlined in EHCP</p>

		<p>qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p> <p>21) Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>documents and the core principles of Preparing for Adulthood. Post 16 is receiving a further review this year to ensure the best possible outcomes are available. 2023/24 SIP Priorities: A6, A7. (<i>EHCP minutes and minutes of transition meetings, destination data, Post 16 curriculum.</i>)</p> <p>21) Of those on the intentional pathway standards in reading are good with 100% of pupils meeting or exceeding their end of year target. This is replicated in number, Shape and Using and Applying (<i>SOLAR assessment, pupil progress data.</i>) Mathematics is an area of focus this academic year in order to ensure it facilitates the application of appropriate and relevant mathematical concepts and knowledge. 2023/24 SIP Priority: B16.</p>
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<h2 style="text-align: center;">Behaviour and Attitudes</h2> <h3 style="text-align: center;">Grade: 1</h3>		<h2 style="text-align: center;">Personal Development</h2> <h3 style="text-align: center;">Grade: 1</h3>	
<p>1) The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</p> <p>2) Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>1) Behaviour expectations for all pupils is high which can be clearly seen in behaviour and attitudes in lessons. This is reflected in classroom observations and learning walks. Pupils have personalised behaviour plans where needed which are regularly monitored and adapted as necessary. The following support the high expectations:</p> <ul style="list-style-type: none"> • <i>Personalised behaviour plans</i> • <i>Rewards and behaviour policy</i> • <i>Home school agreement</i> • <i>Staff meetings to develop understanding of presenting behaviours</i> • <i>Behaviour monitored through lesson observations, CPOMs drop ins, termly Gov reports, regular reviews of behaviour plans.</i> • <i>Participation in behaviour network groups</i> • <i>Close monitoring and swift intervention if required. QA process through CPOMs</i> • <i>Additional support from Sensory OT to develop sensory profiles for relevant pupils and to develop staff knowledge.</i> • <i>Friendship week (Anti-bullying)</i> • <i>Vision and values</i> <p>Even though behaviour is considered a strength at Heatherwood, school recognises the need to have a more universal/consistent approach to rewards and behaviour and therefore this is featured on this year's improvement plan. 2023/24 SIP Priority C20</p> <p>2/3) Last year, school found itself needing to implement a fixed term suspension for a young person in Post 16. This was a one-off incident and the pupil integrated back into school after such. This pupil followed a bespoke timetable to support their</p>	<p>1) The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> <p>2) The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>3) The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p> <p>4) The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p> <p>5) The school prepares pupils for life in modern Britain effectively, developing their understanding</p>	<p>1)The curriculum enhances pupils' SMSC and cultural development through immersive days, extra curricula and enrichment activities. (<i>Enrichment calendar.</i>) There are plans to further enhance the curriculum beyond the academic with the introduction of the 'Heatherwood 10' and Children's University. 2023/24 SIP Priority: D23.</p> <p>2) Independence is a curriculum area and is integral as per the school's ethos and practices. Learning activities consider resilience, adapting to and dealing with change. These learning sessions, for some, are linked to accreditation. (<i>PSHE curriculum.</i>)</p> <p>3) The Pastoral Manager works proactively to support families and signpost them to local agencies and to the school nursing team for targeted support. Active Fusion PE sessions, after school club and Basketball sessions, alongside the CORE curriculum, supports active and healthy lifestyles. (<i>Lunchtime club schedule, PSE curriculum</i>) PSED curriculum contains schemes of work related to making relationships, keeping safe, healthy living: healthy lives. This links to the PSED statutory framework. ELSA trained staff work in a targeted way to support students in their understanding of emotions and in applying this to relationships. Themed weeks e.g. road safety, mental health, sun awareness and charity events further support this understanding.</p> <p>4) Personalised curriculum which is based on EHCP outcomes. Varied enrichment offer. Last year pupils have worked with the Royal Ballet, Active fusion, Cultural diversity, and have fundraised and interacted with various charity providers e.g.) McMillian, DARTS, DN7 Food bank (<i>Enrichment term overview.</i>)</p>

<p>3) There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>4) Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>5) Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>6) Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</p> <p>7) Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p>successful transition to college at the end of Y14 (Pupil's attendance data.)</p> <p>4)Pupils demonstrate a positive attitude to their education and, in many cases, a love of school and learning. (Behaviour logs, classroom visits, pupil discussion, observation etc.)</p> <p>5) Focused work on attendance, took place during and post-pandemic where families were reluctant to re-engage in school. Bespoke reintroduction programmes and part time timetables were in place for identified pupils. The Pastoral Manager was integral in gaining parents'/carers' confidence and trust and providing support and advice as required. Post pandemic Heatherwood's attendance has been affected, this has often been due to the lack of carers for pupils requiring support with specific medical needs, for example, tracheostomies and similarly medical appointments have increased, due to these been postponed during the pandemic. School works closely with colleagues in health to address the lack of care. Consequently, attendance is a driver in this year's priorities as we strive to exceed the national average for special education. 2023/23 SIP Priorities: C19, C20, C21. (Attendance data, strategy, action plan.)</p> <p>6) Please see above re fixed term suspension. School has not issued any permanent suspensions.</p> <p>7)Pupil/staff relationships are positive and conducive of Heatherwood's ethos and culture. Learning activities consider resilience and adapting to change and dealing with change. These learning sessions for some are linked to accreditation. Across school, pupils are supported to be resilient to change. Pupils are happy in school and demonstrate this through their attitudes as can be evidenced in learning walks and lesson observations. There are also case studies of pupils linked to previous in school attainment and current attendance and attainment since accessing Heatherwood's Provision. Pupil voice is paramount at all times. The following supports our relationships and culture:</p> <ul style="list-style-type: none"> • Case studies – FP, TP-S • Impact statements linked to curriculum enrichment • Lesson observation feedback • Established routines • Staff/pupil relationships • Parental feedback • Pupil voice • Pupil Parliament minutes • Impact of Pastoral Manager and work on developing parent engagement 	<p>of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>6) The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>7) Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p> <p>8) The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p> <p>9) Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>	<p>5) Heatherwood encourages pupils to respect fundamental British values. To help students understand what these are, we have woven them into each theme of the curriculum offer Where appropriate, the importance of each value has been made clear to the pupils. The values are as follows:</p> <ul style="list-style-type: none"> • I believe in myself (being the best that I can be) • I can choose the right thing to do • I can help those around me • I respect those who keep me safe • I know people believe in different things (I accept the beliefs of others) <p>Pupil Parliament – experience of democracy in school life. Understanding of British values in Pupil parliament week (Pupil Parliament agendas and minutes.)</p> <p>RSE curriculum/Enrichment days provides a breadth of opportunity for pupils to access a diverse curriculum offer (Impact statements.)</p> <p>Anti-bullying Week (PSED curriculum: Making relationships, PSED policy.)</p> <p>6) PSED policy & curriculum document</p> <p>RE curriculum & themed days</p> <p>Community access: school links e.g. Plover Primary, Saltersgate Infants</p> <p>Candle time/reflection in each class every day (Class timetables.)</p> <p>7)Pupil Parliament discussions as per the minutes and agendas.</p> <p>8)Emphasis of developing pupil awareness of others, developing relationships, turn taking and sharing with peers. Occurs initially through play then develops throughout school across all curriculum pathways and through teaching and learning. Pupils have learned about their environment and the need to protect and preserve it for future generations. (Eco School Award). School will seek to achieve the Green Flag (distinction) this academic year. 2023/24 SIP Priority: D26</p> <p>9)All pupils in post 16 receive weekly careers sessions including internal and external work experience, external careers sessions with professionals from a range of sectors as well as a thorough careers curriculum delivered by teachers in the department (half termly compass assessments.) All Pupils for whom it is appropriate in post 16 receive careers guidance from a level 6 careers advisor on next steps and future planning. All post 16 students have the opportunity to visit post 19 providers and discuss their future plans with professionals from these establishments, including in the settings themselves and at a targeted p19 provision fair. (Impact statement) Students across school will take part in careers week (March), exploring at a level suitable for their ability</p>
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			<p>a range of careers paths. (<i>Impact statement, student testimonials</i>)</p> <p>Students are encouraged throughout the curriculum to work on skills for adulthood such as expressing preferences and developing their confidence and communication skills. This is threaded through our core curriculum from EY-P16 (<i>Careers curriculum</i>)</p> <p>We also have planned visits to local businesses to talk with staff in the hospitality and horticulture sectors about potential job roles and skills required for these jobs. These visits will take place in January and February for all P16 students for whom it is appropriate.</p> <p>Students who are unable to participate in external work experience participate in an in-house scheme where they do jobs around school which involve developing their communication and independence skills.</p>
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<p>Early Years Foundation Stage Grade: 1 Section under review.</p>		<p>6th Form Grade: 2 (<i>following change of Post 16 leadership expect to be 1 at the end of the Summer Term 23</i>) Section under review.</p>	
<p>Intent</p> <ol style="list-style-type: none"> Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception. The school has the same academic ambitions for almost all children. For children with 	<ol style="list-style-type: none"> The curriculum is designed to provide a holistic learning approach to each individual child regardless of their need. It provides a breath of knowledge across aspects of learning. We have adopted the school's CORE curriculum themes to provide a whole school focus. (<i>Plover, Pupil Parliament, theme days, trips, visitors to school. Mission statement for EYFS</i>). The curriculum is coherently planned to support the whole school themes. A small step approach is utilised in order to scaffold the development of every child for lifelong learning. (<i>Planning, Rolling programme, EHCP Outcomes</i>) A strong foundation on communication is used to build up their preferred method of communication. Learning is centred around communication and promoting interaction between adults, child and peers. (<i>Total communication resources, solar communication element, SaLT input</i>). Heatherwood's approach to reading begins with strong foundations in communication. Early reading is highlighted through sharing books and utilising a range of communication approaches that are personalised in order to enable every child to follow their own reading journey. (<i>Planning, timetable, displays, songs & rhymes</i>). Heatherwood school provides personalised learning for all pupils. This is ambitious for all pupils and is 	<ol style="list-style-type: none"> Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full 	<p>Impact of actions from previous year and areas of current focus (explicitly linked to the School Improvement / Development Plan to show the connectivity between these two documents)</p> <p>1/2/3/4) Curriculum linked to EHCP targets: The curriculum is written and formed to suit the need of individual students, whilst focussing on the preparing for adulthood guidelines linked to EHCP targets. Curriculum is linked to careers with regular activities and input linked to careers, such as skills builder sessions. There is also work alongside the DWP, linked to employability. Work experience opportunities are made available for all students linked to need/aspiration. The school has a qualified careers lead in place to ensure that employment and careers information is made available to pupils and opportunities to engage in careers focused activity is made available to all students. Case studies – WB, TP-S, AA</p> <p>3) In the school's most recent B11 inspection, it was noted that through discussion with staff & pupils, the school has high expectation and ambitions for all pupils. Pupils have access to additional programs through external agencies to develop and refine their skills. We work with Active Fusion, who offer a sports leaders program which in the future can be linked to an apprenticeship for appropriate and interested individuals. In addition, we have</p>

particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- 6) Children benefit from meaningful learning across the curriculum.
- 7) Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- 8) Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- 9) Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- 10) Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- 11) Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- 12) The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ['Statutory](#)

designed to challenge and extend every learner. ([Links to Plover school](#), [Case study 1 per pathway](#), [planning](#), [daily routines](#), [personalised target setting](#), [multi-sensory approach](#), [multi-agency working](#)).

- 6) All learners access a curriculum that provides a holistic learning approach and children's interests and needs. ([Planning -long term](#), [medium](#), [environment](#), [routines](#), [hands on exploration](#), [photo evidence](#)).
- 7) Staff are continuously developing their knowledge and understanding around EYFS and SEND. They have a secure understanding of the curriculum and how children learning through experiential play-based learning. Staff have a wide understanding of all children's methods of communication. EYFS training booklet which has been devised specifically for Heatherwood. ([Phonics training](#), [songs](#), [rhymes etc](#), [Good morning sessions](#), [staff professional development](#)).
- 8) Staff communicate at the appropriate level for the child's needs. They use a range of approaches and strategies to focus the learner and assess their level understanding. ([Methods of communication](#), [resources](#), [solar](#), [special school moderation](#)).
- 9) Staff share a range of texts in order to promote the love of reading. These can be developed through sensory stories. ([Display](#), [planning](#), [reading area](#), [sensory boxes](#), [themed days](#)).
- 10) Mathematics is delivered through a cross curricular approach focusing on the early cognitive skills of each child. Staff model mathematical vocabulary in order to build the foundation for future learning. ([SOLAR thinking](#), [Planning](#), [provision](#)).
- 11) The environment meets the needs of all learners and is based around pupil's interests and curriculum topics. Resources are appropriate to meet the varying needs. All achievements are celebrated at that moment and children's work are showcased in displays. ([Classroom environment](#), [provision and resources](#)).
- 12) Children's social development is fostered through all aspects of learning throughout the day. Children are made to feel secure and are encouraged to have a voice. Staff follow consistent care practices, approaches and protocols to ensure every child is

programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

- 5) Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
- 6) Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.
- 7) The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.
- 8) Teachers encourage students to use subject-specific, professional and technical vocabulary well.
- 9) Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- 10) Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
- 11) Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum,

developed links with Basketball provision where students have been offered the opportunity to gain a coaching qualification with the Danum Eagles.

- 5/6) Students access weekly life skills sessions to support independence. Staff present and scaffold learning using appropriate expertise to support student development. Students have access to Duke of Edinburgh activities delivered by appropriately accredited and experienced staff. We have ELSA trained staff in addition to support emotional well-being.
- 7) Princes trust & Open awards programs are offered to students on the different pathways, linked to careers and developing independence and where appropriate accredited Functional skills programmes. There are different pathways created to be developmental for pupils, building upon prior knowledge and skills. PSED is featured within the curriculum to support healthy living and life, linked to independence and Preparing for adulthood guidelines.
- 8/9) Weekly, daily and termly activities are planned carefully to allow pupils to practice their skills regularly, within the school learning environment, within the wider community and within different contexts, such as shopping, travel training and Harmony House.
 - Established routines
- 10) Lesson observation feedback demonstrates the use of assessment, whole class assessment, peer assessment and self-assessment. This can also be seen as part of planning. See assessment policy Solar / Peer assessment
- 11) The environment created for the individual pupils is appropriate to meet the different pathways with dark areas, our new satellite provision and the common room giving the learning environment a more mature theme. See Pictures/written information – different environments – Key, Bridge, Dark area, Outdoor area, Poly tunnel. (Ref work exp)

[framework for the early years foundation stage \(applies from 1 September 2021\)](#), which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.

- 13) Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- 14) Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- 15) Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- 16) Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- 17) By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- 18) Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- 19) Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their

valued and respected. (*SOLAR, Social interactions, parent voice, lesson observation feedback*).

13) All staff demonstrate and support the importance of physical well-being and correct postural positioning. Children are encouraged to interact with each other and take turns. (*Clear, consistent daily routines, therapy work*).

14) Staff share a range of information with parents in regard to their progress in all areas of learning and school life. (*Stay and play, seesaw, in person contact, reviews, parents' evenings, workshops, topics, informal telephone conversations, feedback from parents, weekly*).

15) Children develop detailed knowledge and skills at an ability appropriate way. The prime areas of learning provide the foundation for future learning. Cognition encompasses specific areas of learning and is taught in a child centred way. (*Planning, solar, photo journals, engagement profile*).

16) Children are provided with the skills and knowledge ready for their next stage of learning. As they move through school, the children will follow a specific learning pathway that meets their learning needs. (*Transition documents and meetings*).

17) Children have developed the personal, social and physical attributes ready for their next stage of learning. As they move through school, the children will follow a specific learning pathway that meets their learning needs. (*Transition documents and meetings, characteristics of learning, Curriculum pathways*).

18) Children share a love of reading through sensory stories, songs, rhymes appropriate to their level of understanding. (*Display, planning, reading area, sensory boxes, solar*).

19) Children are encouraged to interact, engage and explore in a wide range of contexts. Resilience is promoted through scaffolding and all achievements are celebrated. (*Daily interactions, star of the week, learning wall*).

sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.

- 12) Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.
- 13) Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.
- 14) Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.

15) The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.

16) Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.

17) Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

12/13) Pupils learning is linked to appropriate accredited pathways, linked to individual need, learning pathways and EHCP targets. This is through Equals, Open awards and The Princes Trust.

- Assessment policy
- Post 16 Handbook

13/15) Appropriate transition activities and post 16 information sharing events take place during the school year to ensure both students and parents have appropriate information to make informed decisions for life after Heatherwood.

- Impact of Pastoral Manager
- Transition activities/events

14) Pupils attendance is good and pupils have positive attitudes to learning and are eager to develop. Pupils identify areas for development and how they can meet these, working hard to develop towards these.

- Attendance data
- Staff/pupil relationships – case studies? Parental feedback? Seesaw
- Vision and values

15) Pupils access work experience activities, regular enterprise activities and in house work related learning activities. These are appropriately tailored to meet the needs of the individual and their aspirations. We have a qualified careers leader and attend local careers fairs and events where appropriate. We have links with organisations where work experience is offered and work with the Careers hub to continue to develop and build upon the offer.

- Links with other settings (work experience) - See information from Saltersgate
- DWP links – step up program
- Enterprise activities
- Career hub activities and links
- Enterprise Adviser links (Yorkshire Wildlife trust)

16/17) E-safety is a feature of the curriculum and is revisited regularly to meet the needs of the pupils. Pupils have weekly PSED sessions, supporting understanding of self, relationships and personal safety.

<p>resilience to setbacks and take pride in their achievements.</p> <p>20) Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</p> <p>Outstanding (1)</p> <ul style="list-style-type: none"> • The school meets all the criteria for good in the effectiveness of early years securely and consistently. • The quality of early years education provided is exceptional. <p>In addition, the following apply:</p> <p>21) The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</p> <p>22) The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p> <p>23) Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p>	<p>20) Children are encouraged to express their feelings and needs. Scaffolding is used to model positive behaviour and interaction between children, adults and peers. <i>(Daily interactions, reflection time, routines and the building of positive relationships).</i></p> <p>21) A fluid adaptive curriculum specific to each child’s needs/abilities and interests, links to the CORE curriculum and thus starts at a very sensory level to support those children working with the 0-11month developmental range and upwards. High expectations for all students to be the best that they can be – seen through their development especially via the Prime areas of Learning. <i>(Solar, Engagement Profiles, photo evidence, parental journals, EHCPs outdoor learning opportunities, community visits, trips, Enrichment events - themed days/weeks, Pupil Parliament, visiting speakers/education facilitators and links with mainstream school (Plover) and potentially other schools in the Trust).</i></p> <p>22) Through repetition and consistency children are supported to consolidate their learning in many different contexts using a variety of personalised strategies e.g. switches, pictures, ICT. Postural programmes/equipment to enable each child to access all aspects of the curriculum, supported by OT, Physio, M&H Team, VI, HI, SP&L, MOVE programme. <i>(Solar, Engagement Profiles, photo evidence, class timetable).</i></p> <p>23) Throughout the day children are given many opportunities to develop their interaction and social skills and they are supported in trying to understanding their emotions and trying to develop their self-control. This is done via highly motivating, fun, engaging and supportive activities where staff can scaffold learning and help support the progress of every child. <i>(Planning, resources, environment, social activities, photo evidence, EHCP, Solar: PSED).</i></p>	<p>Outstanding (1)</p> <p>The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently.</p> <p>The quality of sixth-form provision provided is exceptional.</p> <p>In addition, the following apply:</p> <p>18) Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.</p> <p>19) The sixth form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer.</p> <p>Ensure that you include information about:</p> <p>High expectations and high ambition</p> <p>Curriculum intent, implementation and impact (include person centred in specialist)</p> <p>Careers support, employability and transition – readiness for the next stage</p> <p>Development of personal, social and independence skills (attitudes to learning)</p>	<p>19) Opportunities and events have been developed for pupils to access learning activities with wider agencies, such as the Royal Ballet and Ethel Barge Trust – unlocking confidence project. Pupils have also accessed activities at Kingswood to support personal development. During Duke of Edinburgh activities students have taken part in activities linked to looking after the local environment and regularly take part in litter picking and recycling activities. Pupils engage in pupil parliament activities, sharing their own thoughts, feelings an ideas and contributing to the education and enrichment of the school as a whole.</p> <ul style="list-style-type: none"> • Pupil voice • Pupil Parliament minutes
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Overall Effectiveness Grade 1

School Inspection Handbook (187 – 193)

When considering a judgement of good or requires improvement, inspectors will look at whether the overall quality of the school is most closely aligned to the descriptors set out.

Outstanding (1)

Heatherwood School's self-assessment can evidence the quality of education is outstanding.

All other key judgements are outstanding, **with the exception of Post 16, however**, there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. **Post 16 meets** each and every one of the good criteria but falling short on the outstanding for that key judgement.

Safeguarding is effective.

Good (2)

The quality of education **in Post 16** is at least good.

All key judgements are good and no areas require improvement.