



Heathlands School

Progress Report and Self-Evaluation Summary

October 2021.



Heathlands is a Community Special School for Deaf children aged 3-16 maintained by Hertfordshire County Council. It serves as a regional centre of expertise and at the start of the 2020/21 school year has pupils on roll from 30 education authorities. Heathlands is currently funded for 120 planned places and the demand for places is high.

Heathlands caters for children who need a Total Communication approach to access learning and have the requirement for sign language or sign support in their Education, Health and Care Plan. Heathlands is a school for Deaf children and like many mainstream schools, has some children on roll who have needs in addition to deafness such as learning difficulties, language delay, social, emotional or mental health needs and sensory or physical impairment.

In September 2012 the school became an all age school on a single site having previously been located across three locations. Extensive building and re-modelling of the premises has ensured the suitability of the teaching accommodation for the full age range.

Heathlands works collaboratively with other local schools and in September 2017 joined other local secondary schools and academies in a mutually supportive Umbrella Trust with St. Albans secondary schools. The school is also very active within the national Deaf community.

CONTEXT

Heathlands has a culturally diverse school community. The largest single group is children from white British backgrounds. In addition there are very large groups of children of Eastern European and Asian Heritage.

50% of pupils are from deaf family backgrounds with sign the main language at home or have deaf siblings.

51% of children have needs in addition to their deafness. For some this is a medical condition whilst for others this may be a physical and/or sensory disability or a learning difficulty.

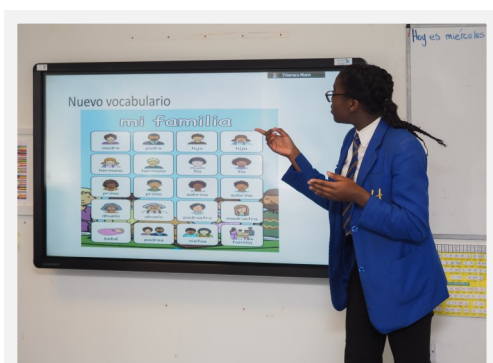
Currently 36% of children are eligible for free school meals.



Distinctive Features.

- A small , Outstanding weekly boarding base for up to 20 children.
- A large number of staff and parents are deaf themselves making excellent role models for Heathlands' pupils.
- Language rich environment through sign language.
- All pupils can communicate fluently and fluidly inside and outside of the classroom.

- Cohorts are sometimes small, numbers are unpredictable and learning needs vary. Regular reviews of the curriculum offer ensure it is appropriate.
- In recent years the school has admitted increasing numbers of pupils with needs in addition to deafness.
- Some parents and families struggle to learn BSL at the level needed to support their Deaf children.
- Many pupils live far from school. They have long journeys to school and we have to think creatively about how to connect with parents.
- The high number of Local Authorities placing children at Heathlands means we have to work hard on partnerships and administrative issues.



Ofsted Inspection

“Children flourish and make excellent progress as a result of this exceptional school and residential provision. “

Heathlands had it's last full inspection in September 2017 and was assessed to be Outstanding in all areas. This was followed by an annual inspection of boarding provision in February 2020 when the school was again judged to be Outstanding in all areas.

Ofsted Inspectors said.....

Leadership

“Leaders at all levels are relentless in their pursuit of excellence. They are committed to ensuring that deaf pupils receive the best possible education and care.”

“Leaders are constantly evaluating the quality of education pupils receive. They question and challenge each other to keep improving the school.”

Teaching

“Teaching is outstanding because all adults who work with pupils know their individual special needs exceptionally well. Teachers and teaching assistants are highly skilled and adapt activities so that pupils achieve extremely well.”

“Pupils are given every opportunity to shine and develop their skills and understanding through the projects they are involved in.”

“The use and understanding of information and communication technology stands out as an exceptional feature across the school.”



Personal Development and Behaviour

“Pupils spiritual, moral, social and cultural development is a strength of the school.”

“The exceptional culture of safety in the school makes a strong contribution to pupils’ outstanding personal development and welfare.”

“There is excellent behaviour in all lessons because pupils like and respect the adults who work with them.”



Outcomes

“Children have an outstanding start to their education in the early years.”

“Pupils make outstanding progress from their very varied starting points.”

Since then we have continued to improve

- ◆ A modern foreign language is now offered at KS3
- ◆ We collaborate with local providers to offer a bespoke curriculum for students with additional learning needs covering life skills and transitions
- ◆ Personal Learning and thinking skills have been embedded into the curriculum at KS3/4

- ◆ Improvements have been seen in writing in Lower School.
- ◆ Classrooms have been updated with interactive ‘Clever Touch’ screens
- ◆ Provision for outdoor play and PE has been enhanced with an outdoor gym, long jump, shot put and trampoline facilities.
- ◆ Staff have continued to achieve qualifications in BSL and QTS or QTOD status.

School Vision: Aspiration and Achievement for All

“Become the best you can be”

At Heathlands our pupils are at the heart of all we do. We aim to equip our young people for life; to be flexible, adaptable, resilient and to relish a challenge. Pupils need to develop respect, tolerance and all the skills necessary to make a positive contribution in their communities. Heathlands aims to create a learning community where everyone is valued as an individual.

We want our pupils:

- To have broad learning opportunities and work towards appropriate accreditation.
- To develop learning habits which will ensure their future success: team work, the ability to be reflective, independence, confident to take risks and be accepting of feedback.
- To develop social skills, to support those who are vulnerable and to lead others.
- To learn how to manage change, innovation and deal with the pressures of a modern world e.g. advancing technology.
- To feel good about themselves, secure in their own identity and to embrace differences in others.
- To know they are part of the Heathlands community.

We want our staff:

- To be valued and included
- To have high expectations and develop their full potential
- To be innovative, creative and influential
- To be supported and nurtured as a staff team.

We want our school community:

- To support and educate students in preparation for adulthood and life long learning
- To embrace and engage all families within our school community.
- To be included in national and international developments in education.
- To be recognized as a Centre of excellence.
- To enrich the community with BSL.

Whole school curriculum intent.

At Heathlands we want to equip and empower students with knowledge, understanding and skills so they aspire to become the best they can be both in school and beyond, in order to be independent and responsible citizens.

We want:

To foster a love of school and learning, a determination to succeed and the confidence to embrace new challenges.

Students to become independent thinkers and gain inspiration for life long learning.

For all students to become effective communicators.

Students to have a secure identity, resilience and have positive mental health.

A language rich environment with strong expertise in literacy development of Deaf children.

A broad curriculum adapting and evolving to be personalised and challenged year on year.

A Total Communication policy which is child centred and underpins the ethos of the school.

Exposure to deaf role models, quality first reading and nurturing pastoral support.

Opportunities for students to present, develop and lead their ideas within the school community and beyond.

Quality of Education - KS1 & 2.

Intent.

To deliver a child centred curriculum which is adaptive to small groups and mixed age cohorts

To deliver language and communication rich learning especially tailored to the needs of Deaf pupils who sign.

To ensure access to the pupils' National Curriculum entitlement; developing pupils' skills to become life long learners.

To be aspirational for every child .

To develop from individual starting points, developing knowledge and understanding of the world and the ability to communicate learning.

Implementation.

Delivery by specialist Qualified Teachers of the Deaf.

Four year topic cycle—cross curricular covering History/ Geography/ Art and Design and DT allowing children to contextualise and 'join up' learning, building their general knowledge and enquiry skills as well as their communication, literacy and numeracy skills.

Discrete subjects allowing for skills development: Computing , Science , PSHE , RE , PE , Maths

English curriculum based on contextualising learning in real books, developing language, vocabulary and comprehension skills. Teachers and staff recognise English is a second (or third) language for our pupils.

Formative and summative assessment feed into planning to ensure that all pupils are progressing at their full potential.

Specialist learning support assistants are deployed in classrooms with skills in sign language.

Close links are fostered with the Speech and Language therapy team.

Children with needs in addition to deafness are closely monitored by the SENCo team using a range of assessments, tools and strategies to understand and support their needs in the best possible way.

Pupil premium is used well to deliver additional reading and literacy sessions, provide enhanced adult support in classes as well as a mentoring programme.

Impact.

Children develop language and communication well from their varied starting points.

For pupils who arrive at school late and /or with little language / school experience significant progress can be shown.

Some students achieve age appropriate outcomes at end of Key Stage 2 (this varies depending on the cohort).

Due to Covid there were no formal NC assessments during the academic year. There were 10 pupils of year 6 age, including some who came to school during the year from other countries having had very limited previous school experience and some presenting with needs in addition to their deafness.

Informal teacher assessment against the SATS criteria showed:

Writing: EXS 2/10 WTS 2/10 **Reading:** EXS 3/10 **Spag:** 2/10 **Maths:** EXS 3/10 **Science:** EXS 7/10

Yearly monitoring.

Summer term 2021, percentage of pupils making good or outstanding progress

Reading 81% **Writing 72%** **Maths 81%** **Other Learning 83%** **Communication 96%**

Quality of Education KS 3 & 4.

KS3 Intent.

To ensure language is continuously and consistently developed across the curriculum.

To ensure broad, ambitious and individually tailored access to the National Curriculum, constantly adapting and evolving to remain challenging, flexible and personalised.

To be aspirational for all learners ensuring that they are on a learning path that is ambitious, age appropriate and delivered at an individualised pace.

To ensure learners SEMH needs are addressed to enable consistent learning.

KS4 Intent.

To ensure all students gain nationally recognised qualifications at a level appropriate to their ability.

To ensure all students are following an ambitious and driven curriculum path that meets their individualised needs.

To ensure all learners are prepared for adulthood and ready to take their place as responsible citizens.

To promote and encourage students to take responsibility for their own learning to ensure all learners reach appropriate destinations on leaving KS4.

Implementation

Curriculum delivery by subject specialist teachers who are qualified Teachers of the Deaf and proficient in sign language. Commitment to ongoing assessment both formative and summative to effectively inform planning.

Appropriate courses tailored to individual or group needs in terms of level, content and assessment at end of KS4.

Low teacher to pupil ratio enabling flexible set arrangements where groups of students learn at an appropriate pace and some small groups of students receive targeted support to endeavour to attain higher grades.

Impact -

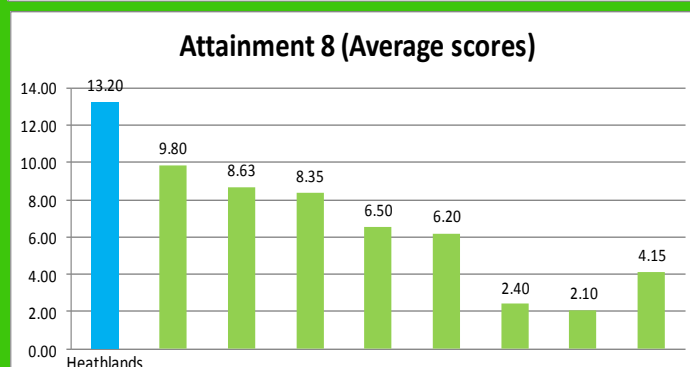
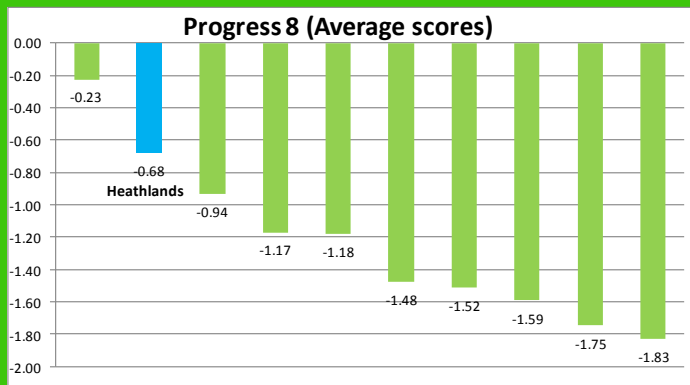
| School | 4 year average |
|-------------------|----------------|
| Mary Hare | -0.23 |
| Heathlands | -0.68 |
| RSD Derby | -0.94 |
| Knightsfield | -1.17 |
| Hamilton Lodge | -1.18 |
| Braidwood | -1.48 |
| Exeter | -1.52 |
| Blanche Neville | -1.59 |
| St Johns | -1.75 |
| Oak Lodge | -1.83 |

At KS4 an average progress 8 score (using the last available four years of national data) has seen Heathlands consistently achieve the second highest progress score of all schools for deaf children and the highest average attainment scores of **all deaf schools nationally that use sign language**.

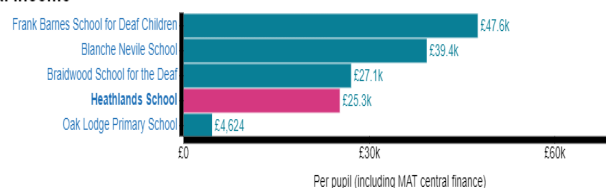
The SIMS progress 8 score for 2020 showed a significant improvement into a positive figure. 2021 data will be added as soon as available from new MIS Arbor.

Heathlands has achieved these Attainment and Progress scores despite having one of the lowest per pupil income of schools for deaf children nationally, indicating outstanding 'value for money'.

At KS3 progress is closely monitored using the Heathlands Tracker and termly pupil progress meetings, enabling intervention at an early stage. Analysis of tracking found 73% of students achieved good or outstanding progress and 100% steady progress or above.



Total income



Communication and Language at the heart of learning.

Speech and Language Therapy

Our school is special because language and communication is at the centre of all we do. Language is the key to unlock all other learning: thinking, reasoning, understanding and literacy. Heathlands teachers are additionally qualified to work with Deaf children so have a high level of expertise in this respect.

In 2019/ 20 we improved our provision for Speech and Language therapy by:

- ◆ ensuring all staff were provided with vocabulary development training.
- ◆ ensuring Word Aware training was used throughout the school.
- ◆ SaLT surgeries were offered to all staff within school and development work began with Heath House.
- ◆ EYFS daily Listening Lessons which is directed at students with ABI's (auditory brainstem implants) who need longer and more focused listening practice initiated.

Heathlands Provision to develop our pupils' language and communication includes...

Speech and Language therapy

- Pool of experienced Speech and Language therapists and therapy assistants
- Child centred programmes based on assessed need.
- 1 to 1 and group therapy.
- Close collaborative work with classroom staff.
- Provision of programmes such as smiLE, Live English and Lego therapy.
- Lunchtime SALT clubs
- Inclusion opportunities
- Modern sensory room

Specialist Teachers

- Qualified Teachers of Deaf children
- Specialist and experienced staff delivering the National Curriculum appropriately for deaf pupils.
- Signing skills allow fluent two way communication between child and adults in the classroom
- Language development at the core of all teaching
- Speech targets embedded across the curriculum
- Total communication approach matches the communication needs of the child while developing the child's signed language and their speech/ lip-reading.

**The Deaf
child at the
centre**

Audiology

- On site audiology clinic
- Specialist audiology assistant
- Visits from county educational audiologist
- Hearing aid and implant checks
- Training for children to be independent users
- Impressions for ear moulds taken on site.
- Liaison with child's local clinic/ implant centre.
- Repairs co-ordinated.
- Individual Roger radio aids and soundfield systems
- Optimum acoustic conditions in classrooms

Learning Support Assistants

Learning Support Assistants (LSAs) within class groups providing a range of

- Academic support
- Language development
- Emotional support
- Support for developing social skills
- Encouraging independence
- Mentoring

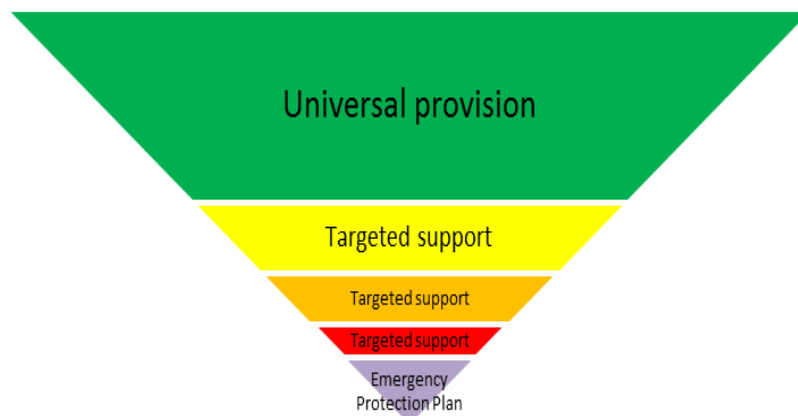
NEXT STEPS

- ◆ To continue with Word Aware focus to embed fully into teaching and learning practice at Heathlands.
- ◆ To further develop listening skill programmes with selected groups and strong auditory awareness through the school.

Behaviour and Attitudes.

Strengths:

- ◆ Targeted support for all young people
- ◆ Strong pastoral system
- ◆ Strong attendance monitoring.
- ◆ A 24 hour curriculum
- ◆ A resilience program incorporated into student life
- ◆ Student leadership
- ◆ Preparation for adulthood



Universal provision is the general behaviour policy and applicable to all students. For the vast majority of pupils this impacts positively. This will include:

- ◆ Working on Work (Wow) Procedures
- ◆ Tutor support and mentoring
- ◆ House Points
- ◆ Classroom expectations
- ◆ Uniform Code
- ◆ On report
- ◆ Consistent implementation of Charlie Taylor's list "getting the small things right"
- ◆ PSHE lessons
- ◆ Effective communication with parents
- ◆ Other specialist programmes offered to groups e.g. PENN Resilience, "Health Minds", "Safe" and group input from other agencies e.g. Sign Health and Deaf Hope.

Targeted support will be in addition to the above for the few pupils who have identified needs. Planning will be pupil focused thus responsive to individual needs. Targeted support might include:

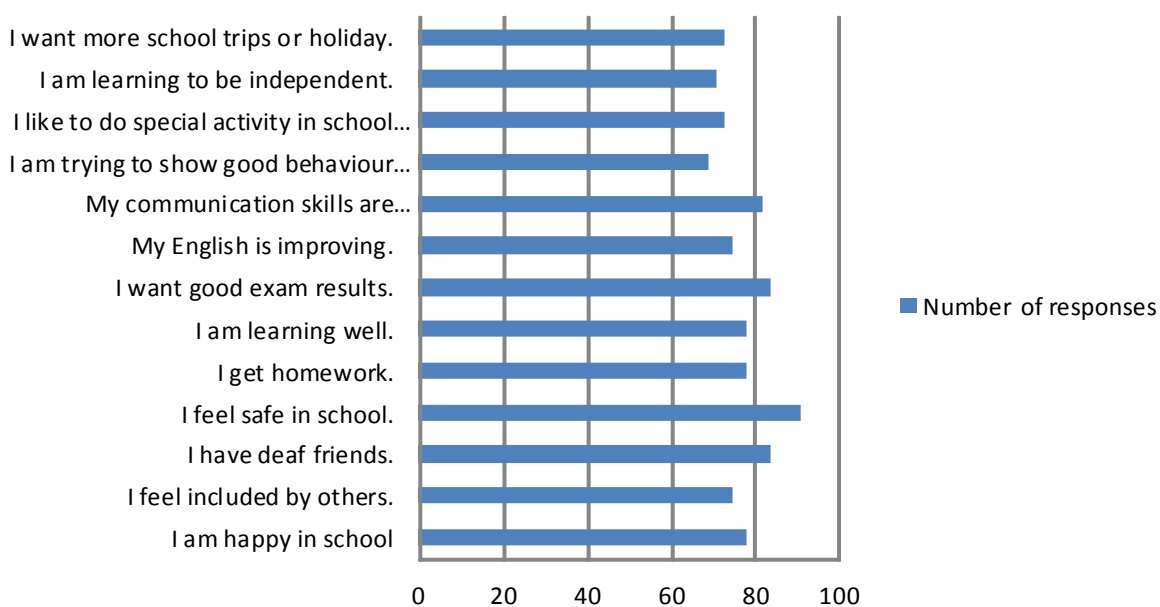
- ◆ Assessment of SEMH risk and protective factors, information gathering e.g. "roots and fruits" to understand child's experiences
- ◆ Individual Behaviour Plan and use of CSD to monitor progress.
- ◆ Response of calm > reflect > repair
- ◆ CAMHS involvement if mental health considered to be an issue
- ◆ Adapted curriculum
- ◆ Regular team review
- ◆ Regular parental contact
- ◆ Planned involvement of LINKS behaviour support team
- ◆ Intervention of other specialist agencies
- ◆ Good co-ordination and consistency amongst staff
- ◆ Risk Assessment and risk management
- ◆ Planned use of a focus room when appropriate
- ◆ Consideration of and plan for restraint if appropriate
- ◆ Emergency protection plan

Targeted support can be offered at three levels depending on the pupil's needs as assessed against the criteria below. Progress and impact of interventions are reviewed half termly in a step up or step down approach.

WHAT OUR STUDENTS THINK

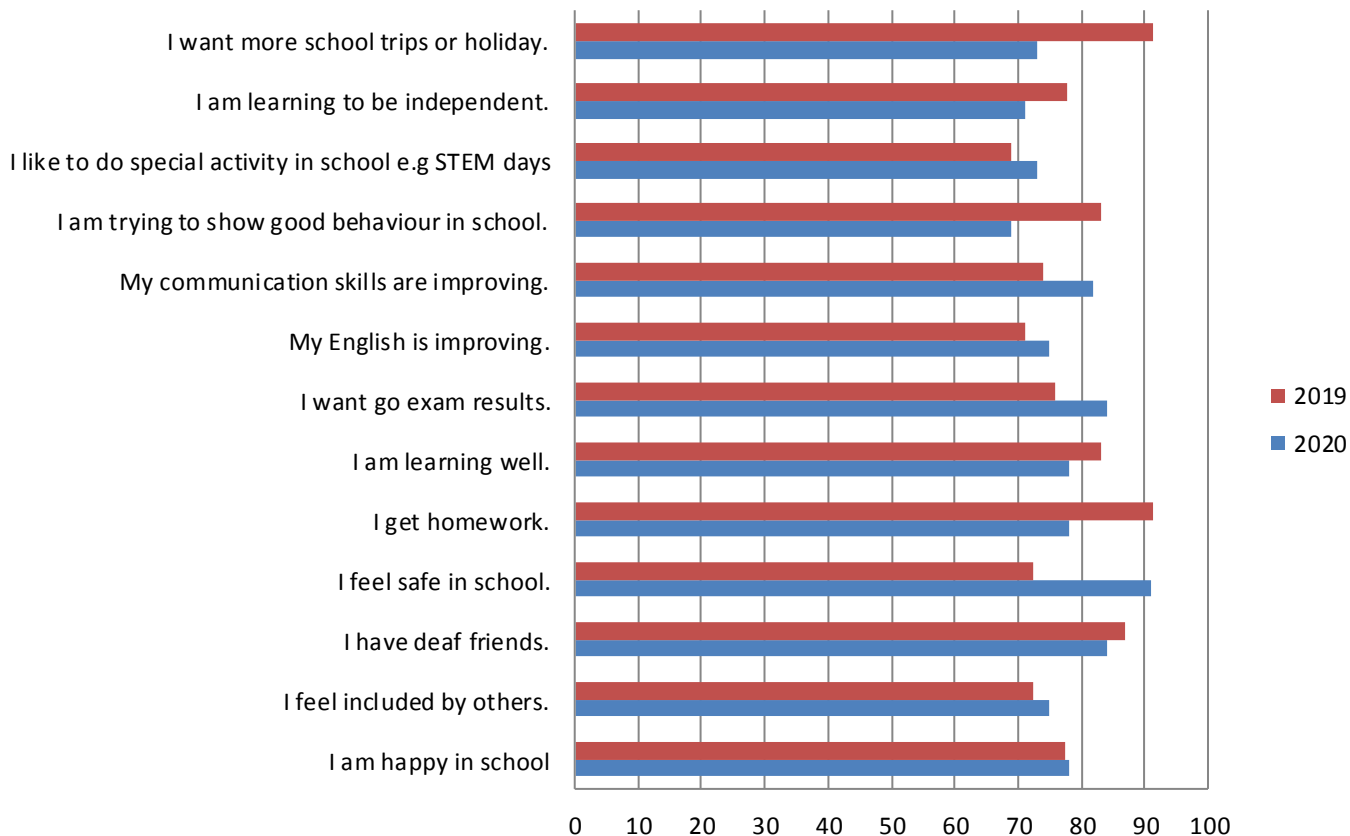
In October 2020 Student Leaders completed a survey of upper school students. Student leaders wanted to capture how it felt to be a student at Heathlands.

Upper School Survey 2020 - what is important to you?



Results comparison from 2019—2020.

Upper School Survey = what is important to you?

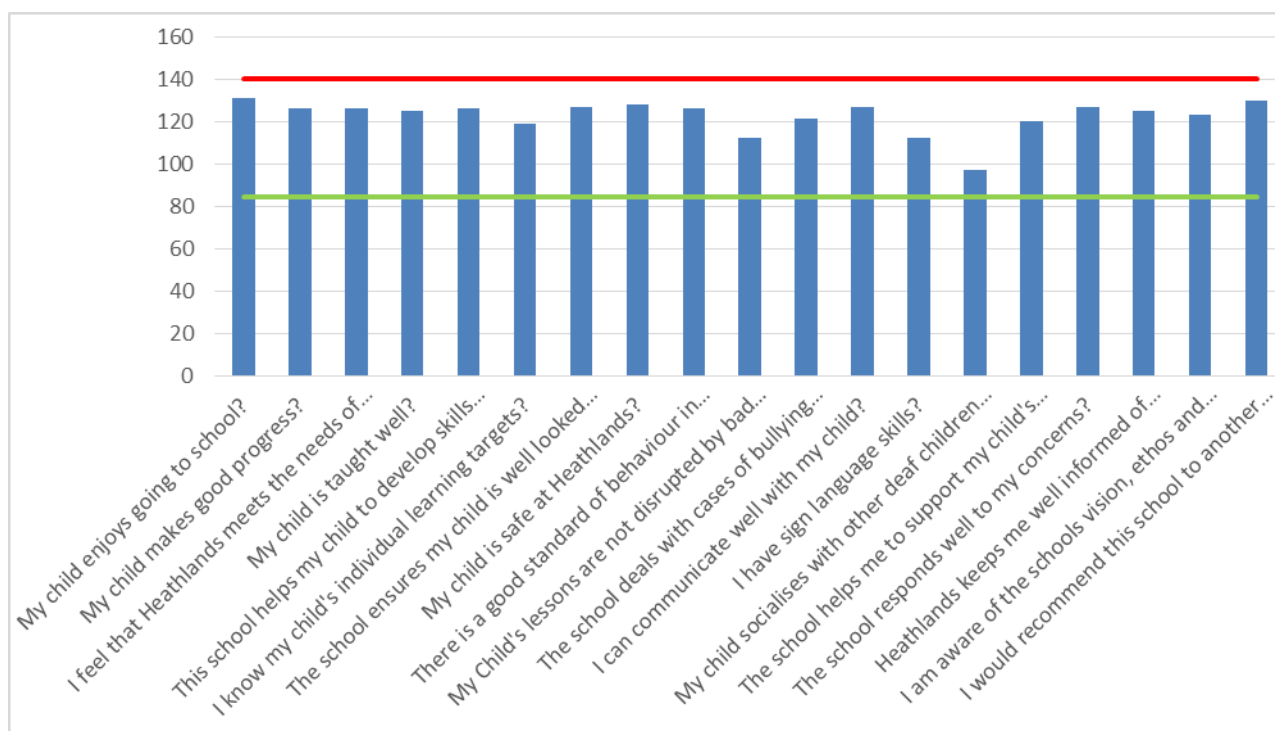


WHAT OUR PARENTS THINK

At the end of Summer term 2020 we asked our parents to complete a survey about their experience at Heathlands.

In total 26 forms were returned, some from families with more than one child in school. Parent responses were overwhelmingly positive but also highlighted areas of concern.

We have analysed the results as shown in the graph below. The red line shows the maximum number of points possible for each question of 140. Any score above the green line of 84 shows positive agreement with the statement.



The first set of questions asked about children's enjoyment of school and how well they are learning. The responses were very positive indicating that parents agree that children are "on track" with learning and progress. From the responses received a few parents/ carers felt that they did not know their children's targets. Heathlands holds parents consultations three times a year and parents can contact their class/form teacher via the school office any time. We ensure deaf parents have full access by using video calls and this engages many more. Targets are shared and tracked at the Annual Reviews as well as in upper school home learning books. We are looking at ways to further improve reporting to parents going forward.

The second group of questions were all about behaviour, safety and attitudes. Responses indicated that parents felt that children are well behaved and safe and well cared for while at school. Two parents felt that lessons were being disrupted by bad behaviour but all responses indicated that parents felt that bullying and unacceptable behaviour has been effectively dealt with by the school systems. Behaviour is monitored by the pastoral leads on a weekly basis and followed up by the SLT as well as the class and form tutors. Students go on monitoring reports which focus on small step targets which lead to overall improved behaviour and attitudes to learning.

We asked about communication and opportunities for social mixing outside of school (although this is currently limited due to Covid) it is hugely important for the child's language development, identity, self-esteem and social skills. Responses were much improved since the last survey however, 5 parents of the 28 responses still felt that their children had little or no opportunity to socialise with other deaf children outside of school. Information of external activities is sent home regularly and Friends of Heathlands are developing an active parent-teacher group.

The questions indicated how well school keep parents informed and if parents were aware of the schools vision, aims and ethos, it is extremely pleasing that all parents responded positively.

Personal Development

We want all Heathlands' school leavers to have the skills to be active and positive contributors in their communities. We want them to be independent and able to manage the pressures of a modern world. In the 2019 /20 year we continued to improve our provision to prepare children for adulthood in four key areas of; Employment, Independent Living, Community Inclusion and Health. Progress is monitored through COMPASS.

Our self evaluation showed there are relevant activities happening across the whole school which contribute to the preparation for adulthood objectives. Activities have included:

- ◆ Careers talks and visits including many role models from the deaf community
- ◆ Continuation of the student leaders program developing student skills
- ◆ Personalised PSHE programmes, mentoring and school therapist.
- ◆ Opportunities to participate in local events and national deaf community events
- ◆ Activities to develop respect, tolerance and consideration for others e.g. charity fundraising, assemblies
- ◆ Residential trips and independent living programmes



NEXT STEPS

- ◆ Further development of student leadership project and training of peer champions.
- ◆ To use COMPASS plus to track students PFA learning journey.
- ◆ To use the resilience data effectively across the whole school.
- ◆ To ensure students careers choices are ambitious and developing skills and knowledge.

Students at Heathlands

Develop character and confidence

Develop a strong understanding of Deaf culture and identity.

Have access to an on site counselling therapist delivering in BSL

Have careers guidance and support

Have full access to education delivered in Total Communication.

Have a range of clubs provided in unstructured periods.

Have their voices heard through the student council.

Understand diverse aspects of life

Get involved in Duke of Edinburgh awards

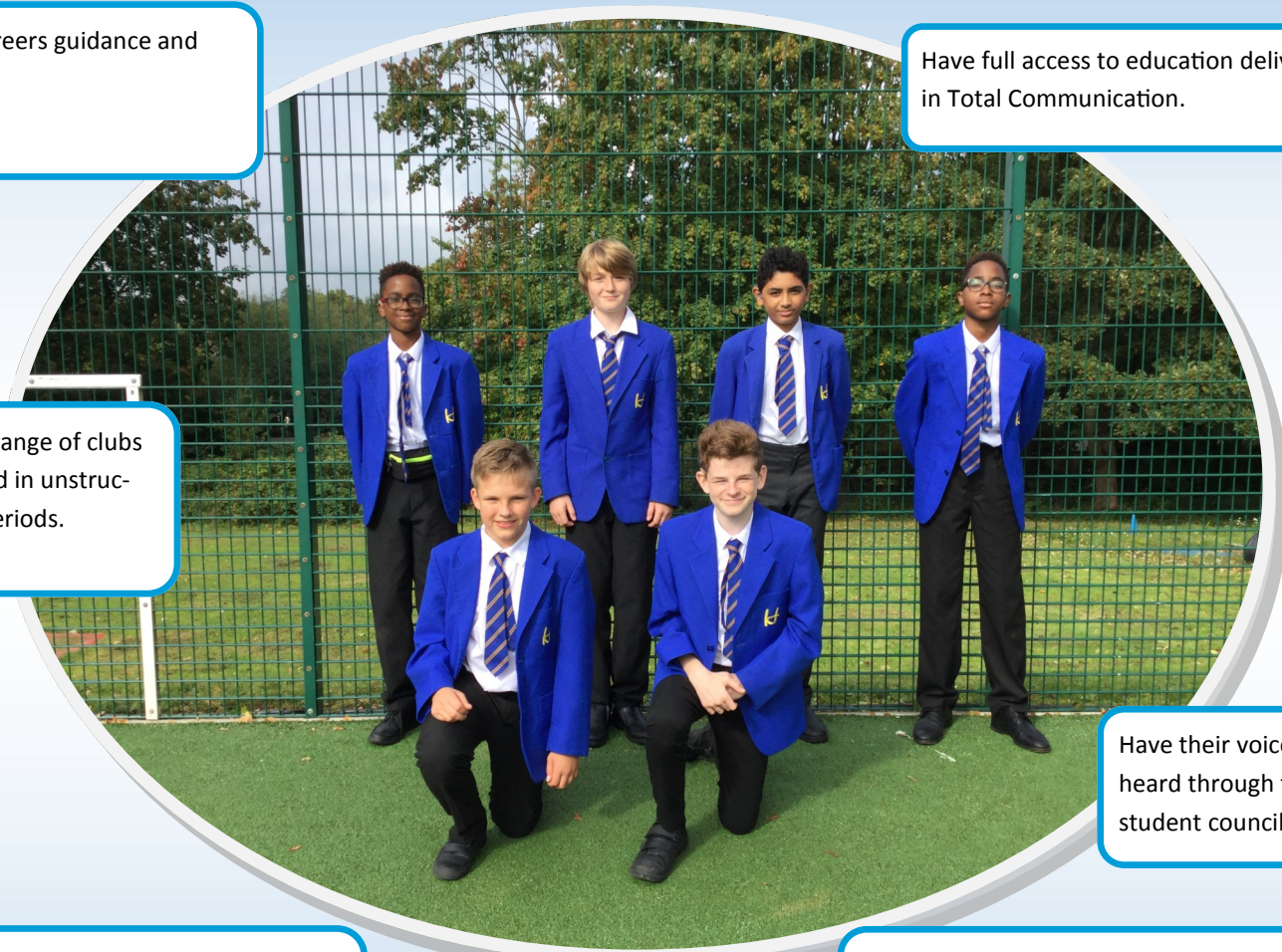
Have specialist support from REMARK, Sign Health and Deaf Hope for target workshops.

Understand equality , rights and birth values

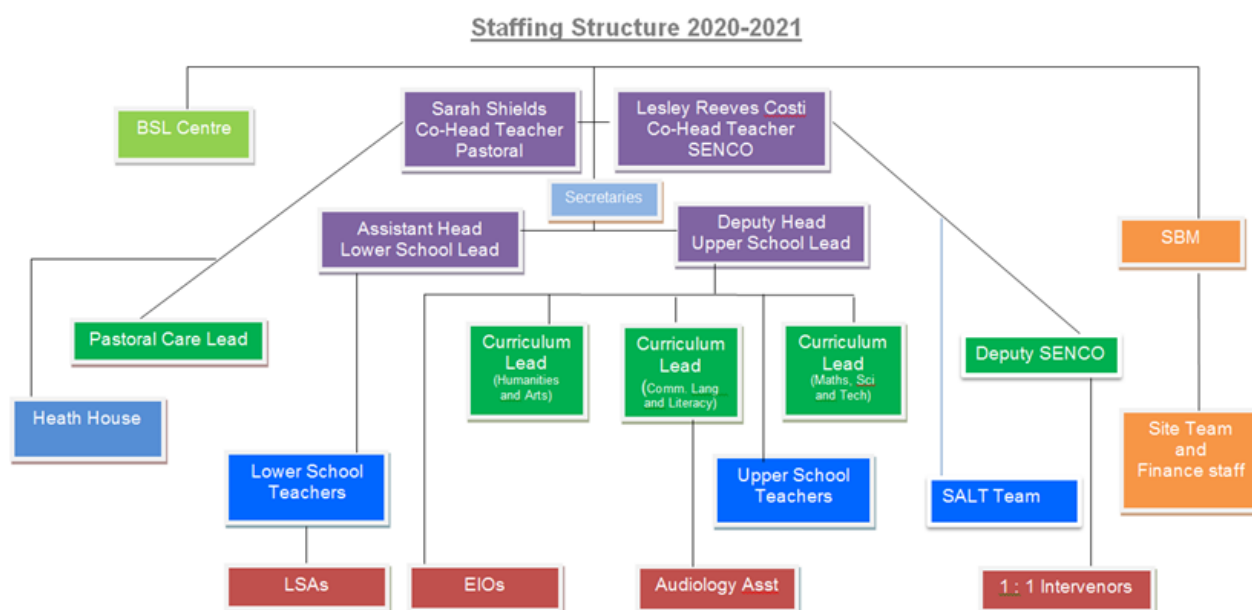
Have access to breakfast club

Are able to take their cycling proficiency delivered in BSL

Receive a curriculum appropriately matched to individual learning needs and delivered by qualified Teachers of the Deaf and specialist support staff .



Leadership and Management



The school vision, *Become the Best you can Be* is applied to the whole school community. Heathlands has maintained and developed a strong team of teaching and support staff who are committed to the school's vision, ethos and delivery of good outcomes for all pupils.

This year we have four members of staff undertaking training to become Qualified Teachers of the Deaf and a number continuing to achieve high levels of BSL qualifications. The staff team are valued and being conscious that our skilled staff are hard to replace, we continue to develop our staff wellbeing provision which is particularly needed in the current challenging pandemic.

Heathlands fosters the approach that training is important to thrive as a school community and as well as attending appropriate outside training we have robust in house training and encourage our teams to share their wealth of knowledge with colleagues.

Leaders are proud of

How well the school community has coped and thrived during Covid.

Providing a curriculum that is academic, individualised, ambitious yet flexible.

A strong sense of pride amongst pupils and staff.

Attitudes towards learning which are consistently positive.

A developing Leadership team, who support those teaching outside of their subject areas of expertise.

A ethos of ongoing professional development.

Strong policies in place to create coherence and consistency

Analysis of behaviour indicating it is strong and robust .

Engagement with parents which is good considering the locations of families

Leaders acknowledge

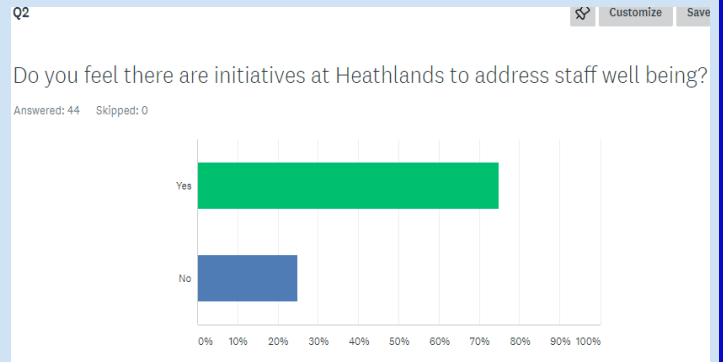
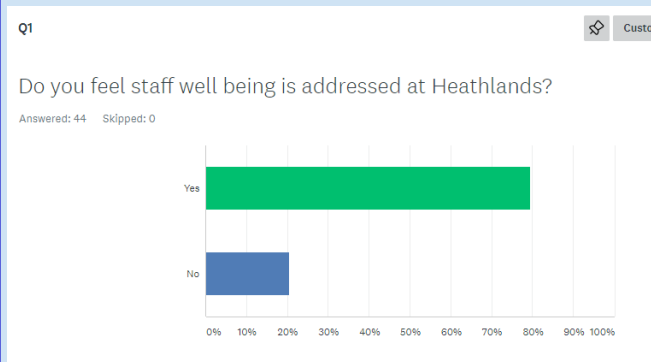
They should review the curriculum vision and intent at both whole school level and in subjects.

That regular opportunities are given for lower and upper school colleagues to discuss curriculum content, sequencing of skills and knowledge.

They are working towards improving well being amongst the staff team, this has improved significantly and is still on the leadership and management agenda.

Heathlands is a vibrant and lively learning environment. Children are at the core of all planning and decisions made. Careful consideration is given to how the school can continuously develop and ensure we are becoming the best we can be.

Heathlands recognise that staff are conscientious and very hard working, they are dedicated and committed. Well being is at the heart of the school community and we recognise the need for positive mental health. We discuss well being regularly and ensure that staff are represented in these conversations.



Safeguarding.

Heathlands is committed to ensuring the welfare and safety of all our children in school and expects all staff and volunteers to share this commitment. We believe that students have a right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse, where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. We have Safeguarding Policy and procedures in place. All our staff have Level 1 Child Protection training and all staff are appointed in line with safer recruitment protocols.

The DSP team consists of three members who work closely and collaboratively, the school liaises with multi agency teams to support young people and promote children's welfare and understanding. Staff training is regular and up to date, the school covers training in addition to the basic training to cover STEPS, gangs and county lines, FGM, online safety and radicalisation.

All staff (including supply staff, volunteers and Governors) must ensure that they are aware of these procedures.

Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment – and that we all feel safe in our environment.

The school has close links with the National Deaf CAMHS team and which enables students in need to access this provision quickly. An in-house therapist is funded through Sign Health which allows students at a lower level prevention therapy to prevent an escalation.

Pupil Premium

The Pupil premium is a school- level grant that gives schools extra resources to help meet its challenges, including those arising from deprivation. The needs of all students, eligible and others, should be assessed and the grant used to make maximum impact in the school. All students receiving pupil premium at Heathlands have received at least two interventions to further their development. All interventions are individualised and based solely on the learning needs of each child. The pupil premium allocation was supported by 'self generated' income in order to provide further intervention opportunities for students.

Interventions include but are not limited to:

Mentoring , specialised therapy, extended day provision, homework club, clubs and activities, enhanced staffing levels, equipment, medical support and BSL tuition.

EYFS.

Intent.

The EYFS is tailored to the needs of Deaf sign language using pupils.

It provides a language rich, child- centred curriculum, delivered through Sign Language as part of a Total Communication approach to develop the whole child in order to achieve their potential.

Language and concept development is fundamental across the seven areas of learning in the curriculum.

The environment is safe, stimulating and accessible to encourage independent learning and personal skills.

All pupils are, regardless of their background, circumstances and needs (including those with needs in addition to their deafness) provided with a curriculum to enable them to learn, develop and thrive in all areas.

Close and supportive links with families address the needs of the whole child.

Implementation.

All staff are fluent in sign language and communicate effectively with pupils. Language and vocabulary development takes place throughout the curriculum.

Teachers and specialist support staff have experience and understanding of the needs of EYFS deaf pupils and the developmental needs of young pupils.

Staff are attentive to the needs of pupils and take every opportunity to develop their communication, language and understanding.

High staff/ pupil ratio.

On site audiology assistant and daily maintenance of hearing aids/ cochlear implants.

Acoustically favourable listening conditions and support for development of listening skills.

Well established 3 year topic cycle linked to the EYFS curriculum (in nursery) which develops skills and knowledge logically, progressively and systematically.

Wider community links through activities such as 'Sign and Play' and 'Secret Storyteller' engage both pupils and parents with learning.

Vibrant, visual and engaging environment including strong provision for outdoor learning within an environment that offers rich opportunities for play, exploration and independence.

Daily reading with pupils using approaches relevant to deaf pupils and visual phonics taught from Reception.

Impact.

Behaviour in the setting is good, with children understanding rules and routines and keen to attend.

Children begin to manage their own feelings and behaviours from starting point.

Children demonstrate engagement through playing and exploring, active learning , creative, critical thinking and increased independence.

Children develop and display very positive attitudes to learning and develop a love of books and reading.

Significant progress in communication and language development is evident from starting points. This is particularly seen with children who arrive with limited or no language

Pupils make good progress from a wide range of starting points (progress, including photo evidence, is recorded for each child in Electronic Learning Journals).

Children are prepared for moving into year 1 with the skills needed for more formal learning.

EYFS.

Full access to best EYFS practice, adapted appropriately for deaf pupils .



Language and communication-rich curriculum .



Specialist staff team including experienced, qualified teachers of the deaf and learning support assistants with BSL skills.



Close links with parents and families.— working together with parents as partners in their children's learning



Child centred



Deaf, signing peer groups. Access to peer learning.



Close collaboration with the on site Speech and Language Therapy team.



Community links:— sign and play for pre- school pupils and their parents/ carers.



Electronic learning journals for every child .



Recent initiatives:

Secret Storyteller and

Forest school.



Attractive and well resourced environment inside and out.



Children make outstanding progress from starting points.



What the parents say:

I have seen a big difference in Z from when she attends Heathlands Nursery setting as compared to her previous mainstream nursery setting. For instance, now I hear from my daughter who she has played with and what happened every day as she has full access to the names of the other children and what is happening around her. A big thumbs up!



I can see first how my child has benefited from a full rich and stimulating experience in EYFS. It's been highly motivating, jam packed with things to do and very enjoyable for her. It is crucial that she has the right provision that matches her needs and she certainly has had that alongside great role models and peers around her.



Since the first day at the nursery she still is happy, confident and learning so much from everyone in the school. I can see from such a positive start to school that E's future education at Heathlands will set her up for whatever she wants to do in the future.

SPECIAL ACTIVITIES and ENRICHMENT 2020/21



Heathlands - World Record holders!

We broke the World Record for the most people signing, 'I Can Sign a Rainbow'.

Local Police Community Support Officers lead a fun, interactive and educational workshop with KS4.



Dr Audrey Cameron from Scotland came down to work with us for two days helping GCSE students to make videos of the GCSE required chemistry practical investigations. A big thank

you to the Royal Society of Chemistry for the support with funding this project.



Book Swap

Lower school pupils really enjoyed being able to select books from the Free Book Swap Book Shop this morning. Every

child was able to take home some 'new to them' books. Many of the children were keen to start reading straight away. Thank you to the generosity of people who donated used books.



The new Student Leaders along with last year's Student Leaders had their first training of the school year where they learnt what are the qualities of a good leader and what is bad leadership. They learnt through presentations, discussions and activities.

IT'S ALL ABOUT LEARNING

In 2020/21 Heathlands offered an extensive enrichment programme broadening opportunities and expectations for children and young people. So much learning happens outside the classroom. The key skills applied and new skills learnt stimulate constructive use of leisure time, raise confidence and self esteem, encourage leadership and community participation. In some cases the enrichment programme has triggered future career interests.

Upper school students enjoyed an optional lunchtime dance workshop and a fascinating assembly on dance styles when Chris Fonseca came to visit. Thank you very much indeed to Chris Fonseca and Semhar Beyene for visiting and sharing your talents with the students.



Summer Rewards trips

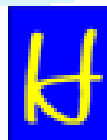


Gold -
Orbit London

Silver -
Whipsnade Zoo



Bronze -
Skate Park



Upper School well-being week themes
CHESS -
Summer Term 2021



All the year 11s had a fun day out to say goodbye to those leaving Heathlands this year.

Letchworth & Teamworks Karting.

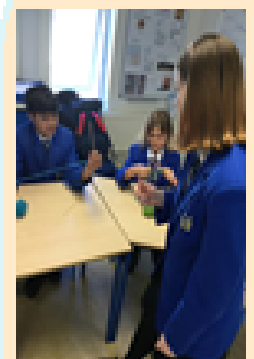


Jordan Marchant an ex-Heathlands pupil gave a presentation on what he has achieved since leaving Heathlands and in particular how he has excelled in Chess.



Some of the students from KS3 took part in a drama workshop to explore melodrama.

Taster yoga workshop - SUMMER TERM 2021



Student Leaders started a knitting club - Summer Term 2021

SCHOOL DEVELOPMENT PLAN 2021/22

Every year the school evaluates its work and sets new targets for development which are contained in the School Development Plan. Heathlands' vision statement "Become the Best you can Be" runs through all aspects of the SDP. Everything is focused on securing the best possible outcomes and experiences for pupils.

Lower School

- ◆ To improve children's ability to be independent spellers
- ◆ To re-establish departmental expectations and procedures following the impact of Covid.

Upper School

- ◆ To drive forward pupil progress through enhancing work ethic and determination to achieve the highest level of achievement.

Whole School Learning Strategy

- ◆ To develop the delivery of the schools Total Communication policy with particular focus on enhancing the development of pupils' oral / aural potential and ensuring all modes of communication are equally promoted.

Leadership and Management.

- ◆ To further develop the school website, ensuring it is reflective of the SEF, EIF and current developments in school.
- ◆ To continue to improve 'student voice' feedback and to ensure provision and representation are clear.

Pastoral Care and Heath House

- ◆ To develop leadership opportunities for students as part of their preparation for adulthood.
- ◆ To rebuild standards of excellence in behaviour following Covid disruptions.
- ◆ To develop a whole school approach to fostering a positive mental health and wellbeing.
- ◆ To develop the learning Journals system
- ◆ To prepare CYP with independent living skills.

SEN and Accessibility

- ◆ To strengthen consistency and continuity of SEN provision across transitions.
- ◆ To develop SEN tracking systems to demonstrate progress and measure impact of current SEN interventions.

Summary for 2020/2021.

In February Ofsted came for the residential inspection. This was an extremely challenging inspection with two inspectors and a shorter time scale. The inspectors were thorough and we were very pleased to retain an Outstanding grading again.

SLT Review of Overall Effectiveness.

The SLT team have spent time carefully developing the school middle leaders. This means the leadership within the school is stronger and expertise shared out among professionals. In turn, has driven forward the aims and outcomes of school, whilst keeping expectations and core values embedded in the daily practice.

As leaders we are secure that the quality of learning is outstanding for all learners with a curriculum that is designed and implemented to the specific needs of each teaching group and the needs of individual students. High emphasis is put on wellbeing and emotional resilience with mentoring and therapy in place for a large percentage of students in both upper and lower school. As a school community the focus is on language, literacy and communication as deaf learners. The progress students make from their starting points is outstanding. Focus remains on *becoming the best you can be* with the aim that when students leave school they will be well rounded and educated citizens ready for the next stage in learning and life.

Staff wellbeing continues to be a focus as and a staff team we are aware of the impact that the pandemic has had as well as the demands of a pressured job. Staff wellbeing is addressed in an open manner and staff are celebrated and valued.

As a school community we continue to feel proud of our achievements and the continued standards of excellence set within the school. We recognise how hard our staff team work and how much they contribute to the development of learning at Heathlands.

| | |
|---------------------------|---------|
| Quality of education | Grade 1 |
| Behaviour and attitudes | Grade 1 |
| Personal development | Grade 1 |
| Leadership and management | Grade 1 |