



Heathlands School Progress Report and Self-Evaluation Summary February 2024.



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 2023/ 24 school year has pupils on roll from 35 education authorities. Heathlands is currently funded for 127 planned places and the demand for places continues to be higher than funded places.

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. Over the past year the school has focused on achieving post 16 status which was granted in May 2023. New building works are underway and will be completed by December 2023. The focus in 2023—2024 academic year is continuing to maintain an outstanding school, expanding the space for learning to accommodate the growing needs and getting ready for the first Key Stage 5 cohort in September 2024.

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.

54% of pupils are from deaf family backgrounds with sign the main language at home or have deaf siblings.

42% 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 31% of children are eligible for free school meals.



Distinctive Features.

- A small, outstanding weekly boarding base for up to 24 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 ensures it is appropriate.
- Curriculum offer ranges from life skills up to the full range of GCSEs for different groups of learners.
- 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

“Effective use of books, regular practice and a relentless focus on extending pupils’ vocabulary mean that pupils improve their reading fluency and accuracy quickly.”

Heathlands had its last full inspection in September 2017. In February 2023 the school had an ungraded inspection. The inspection concluded that Heathlands continues to be an outstanding school. This was followed by an annual inspection of boarding provision in February 2023 when the school was again judged to be outstanding in all areas.

Ofsted Inspectors said.....

Leadership

“Leaders’ and governor’s ambition for all pupils to be ‘The best they can be’ regardless of their starting points, is deeply rooted across daily life in the school.”

“Leaders value the skilled staff team. They are mindful of work load and well-being, so they consult staff when changes are proposed.”

Teaching

“Staff know their pupils exceptionally well.”

“The curriculum is challenging, and very effectively implemented by skilled staff.”

The high level of staffs fluency in BSL and the ‘no limits’ culture combine with these other important elements to ensure that pupils achieve exceptionally well.”



Personal Development and Behaviour

“Pupils behaviour is exemplary.”

“All pupils, including children in the early years, thrive in Heathlands inclusive nurturing climate of high expectations. They wear their uniforms with pride, share their learning and school experiences enthusiastically with visitors. Pupils are polite and welcoming.”

“Exceptionally positive relationships are reflected in all aspects of daily school life. Pupils are responsive to the expectation that they will work hard, behave well and be kind.”



Residential Ofsted inspectors said

“Children make unquestionable progress because of the individualised and high quality support they receive from the residential staff.”

“Children flourish in the residential provision, and develop friendships and social skills.”

“The staff are experienced, dedicated and skilled. They forge strong relationships with the children, which are unmistakably positive. These interactions are filled with high regard and mutual respect. Consequently, children develop the sense of security and stability that they need to make progress and thrive.”

“Feedback from parents is exceptionally positive. Parents said that the residential staff are ‘fantastic’ and ‘excellent’. One parent said that the school and residential provision have given her children ‘the best experiences, preparing them and enabling them to be able to function in a hearing world, to be confident and proud of their deaf identity.’”

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 are supported 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 and other specialist staff with the relevant skills and experience.

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 in some areas at end of Key Stage 1 and 2 (this varies depending on the cohort). This year it included Maths at KS1 and KS2 and Reading and SPAG at KS2.

In 2022/23 there was a very small cohorts taking SATS at KS2. At it would be possible to identify individuals from published data this is being withheld. The school has this data available to view on an individual pupil basis.

Yearly monitoring. Summer term 2023

86.5% of all pupils made **good or outstanding** progress in English with **81% of pupil premium pupils** making **good or outstanding** progress.

92% of all pupils made **good or outstanding** progress in Maths with **94.7% of pupil premium pupils** making **good or outstanding** progress.

94% of pupils made **good or outstanding** progress in other subject areas with **94.7%** for **pupil premium pupils**.

91% of all pupils made **good or outstanding** progress with Communication with **94.7% for pupil premium**. (Source Teacher Assessment Pupil Progress monitoring)

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

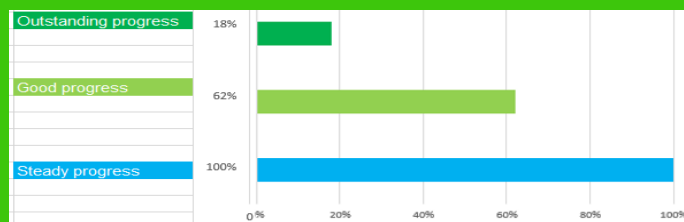
Curriculum delivery by subject specialist teachers who are qualified Teachers of the Deaf and proficient in sign language. Delivery incorporates ongoing assessment both formative and summative to effectively inform subsequent lesson planning. Courses are selected and tailored to individual or group needs in terms of level, content and accreditation at end of KS4. Low teacher to pupil ratio enabling flexible set arrangements where organised groups of students learn at an appropriate pace and some small groups of students receive targeted support in order to attain higher grades.

Impact -

Key Stage 3.

The 'Heathlands Tracker' is used to record and measure progress for students in KS3 across all subject areas.

- 18% of students made 'Outstanding' progress.
- 62% of students made at least 'Good' progress.
- 100% of students made at least 'Steady' progress.
- 0% were identified as making unsatisfactory progress



End of Key Stage 4.

The 2023 leavers were a small cohort of 6 students all (100%) with Low Prior Attainment. Five students (83%) were categorised as disadvantaged.

The level of literacy function of all students was such that study at GCSE level was inaccessible for most subjects.

A specialised KS4 programme was therefore implemented to enable access to a **broad range of nationally recognised certification** in accordance with level of attainment.

Curriculum lead teachers liaised with subject lead teachers to ensure programmes were in place to recognise achievement and accredit across a broad range of areas and all students achieved certification in 7- 8 subjects. (see below).

It should be noted that for Mathematics, having completed the Entry Level qualification with most attaining the highest EL3 grade, a decision was taken to attempt GCSE maths which resulted in 100% attaining at least a Grade 1.

Similarly, for Art, with less reliance on reading and writing in assessment processes, some students were able to achieve a GCSE grade.

Therefore, our overall average **Attainment 8 score** per pupil was **4.02** and **Progress 8 score** of **-1.09**.

This is **in line with attainment of similar schools** notwithstanding a **cohort with 100% low prior attainment**.

	Functional Skills English	GCSE Mathematics	GCSE Art & Design	Cambridge Nat. Sports Studies	BTEC Home Cooking	Entry Pathways Science	Entry Pathways Humanities	Entry Pathways Design Technology	Entry Pathways Creative Media	Signature British Sign Lang.
Student 1	Entry Level 2	GCSE 1	GCSE 3		BTEC Level 2	Entry Level 3 Cert.	Entry Level 3 Cert.	*Entry Level 3 Award		BSL Level 2 Pass
Student 2	Entry Level 2	GCSE 3			BTEC Level 1	Entry Level 2 Cert.	Entry Level 2 Cert.	*Entry Level 2 Award	Entry Level 2 Award	BSL Level 2 Pass
Student 3	Entry Level 2	GCSE 1	GCSE 3	Level 1 Pass		Entry Level 3 Cert.	Entry Level 3 Cert.	*Entry Level 3 Award		BSL Level 2 Pass
Student 4	Entry Level 3	GCSE 1	GCSE 3			Entry Level 2 Cert.	Entry Level 2 Cert.		Entry Level 2 Award	BSL Level 2 Pass
Student 5	Entry Level 2	GCSE 1			BTEC Level 1	Entry Level 2 Cert.	Entry Level 2 Cert.	*Entry Level 2 Award	Entry Level 2 Award	BSL Level 2 Pass
Student 6	Entry Level 3	GCSE 2		Level 1 Pass		Entry Level 3 Cert.	Entry Level 3 Cert.	*Entry Level 3 Cert.		BSL Level 2 Pass

* Pending

Communication and Language at the heart of learning.

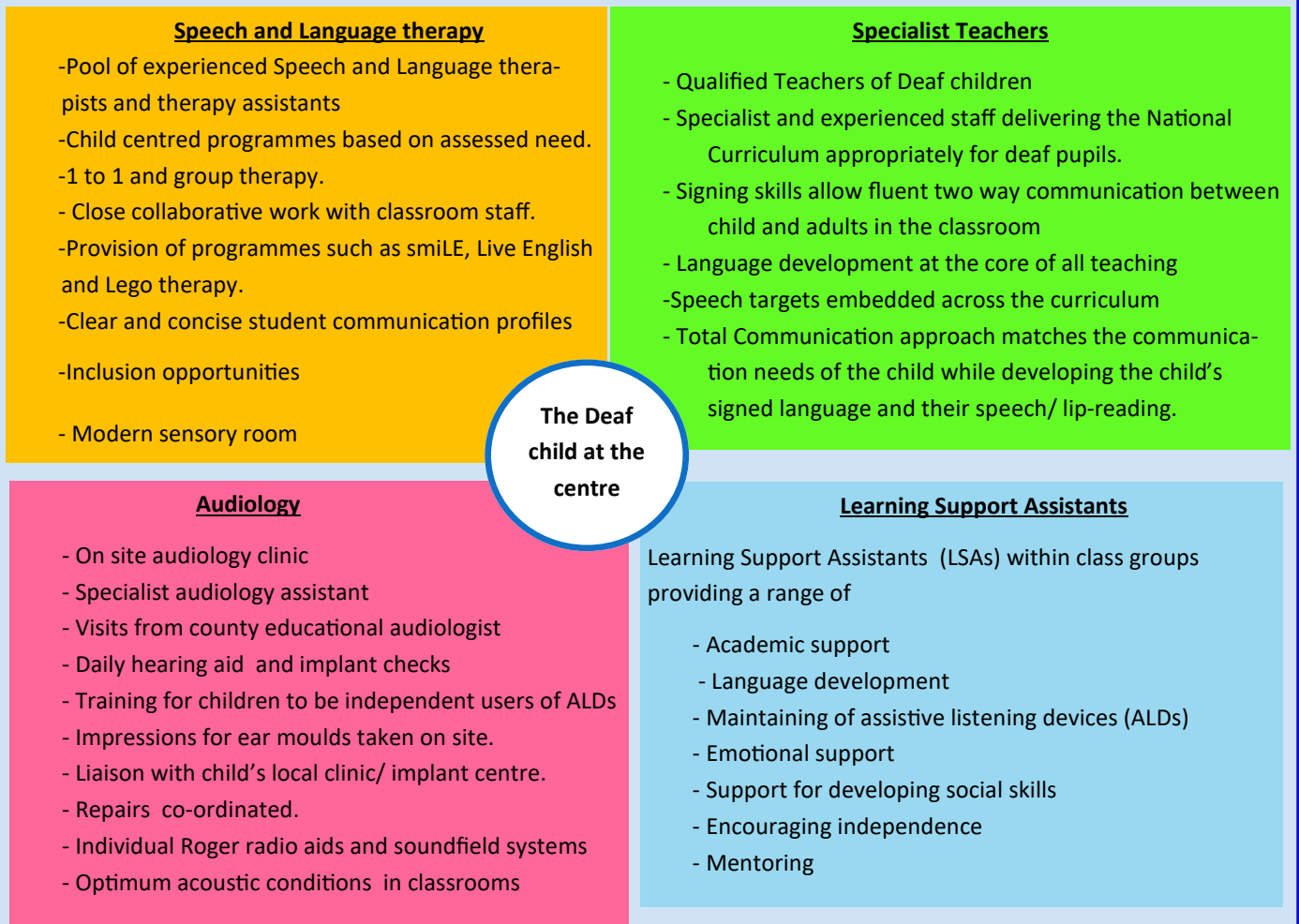
Speech and Language Therapy

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 2022/ 23 we improved our provision for Speech and Language therapy by:

- ◆ Establishing an audiology working party within school.
- ◆ Audited the staff team on audiological awareness to develop a training programme for groups of staff.
- ◆ Communication profiles developed across the whole school and all pupils.
- ◆ Seven staff completed ELKLAN training.
- ◆ Continuation of weekly group and individual music lessons within school.

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



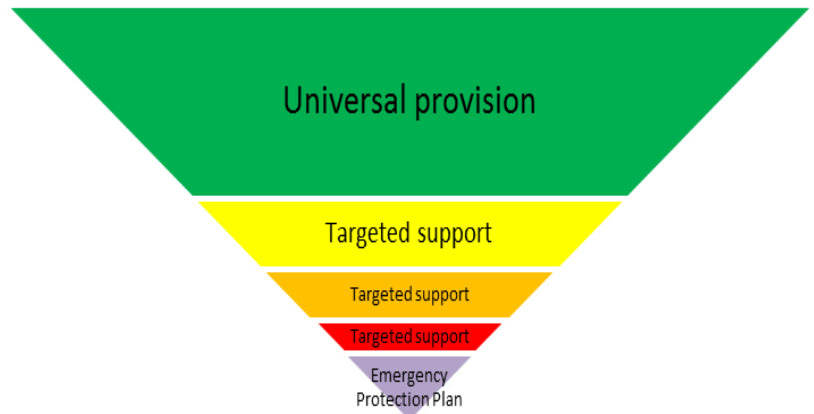
NEXT STEPS

- ◆ Appoint and train a new audiology assistant.
- ◆ Develop and implement a training programme for staff following the whole school audit.

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:

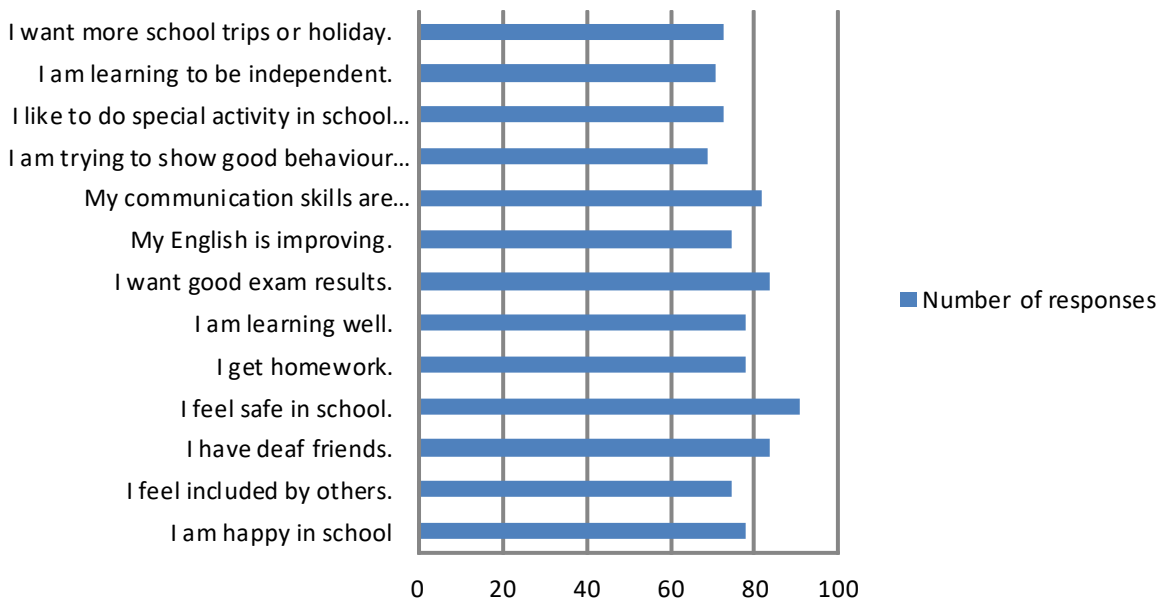
- ◆ Assessment of SEMH risk and protective factors, information gathering e.g. "roots and fruits" to understand child's experiences
- ◆ Individual Behaviour Plan and use of CSD to monitor progress.
- ◆ Response of calm > reflect > repair
- ◆ CAMHS involvement if mental health considered to be an issue
- ◆ 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

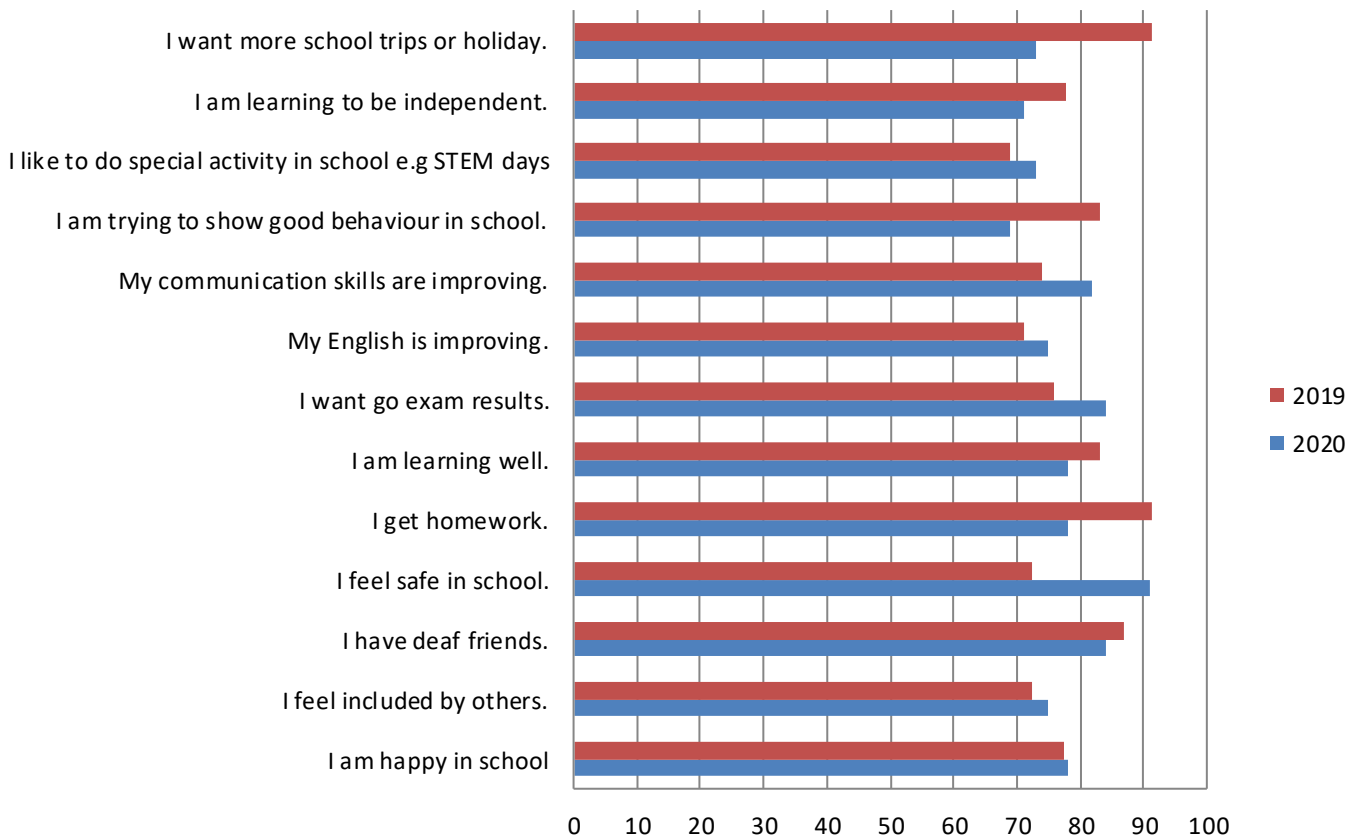
In October 2020 Student Leaders completed a survey of upper school students. Student leaders wanted to capture how it felt to be a student at Heathlands.

Upper School Survey 2020 - what is important to you?



Results comparison from 2019—2020.

Upper School Survey = what is important to you?

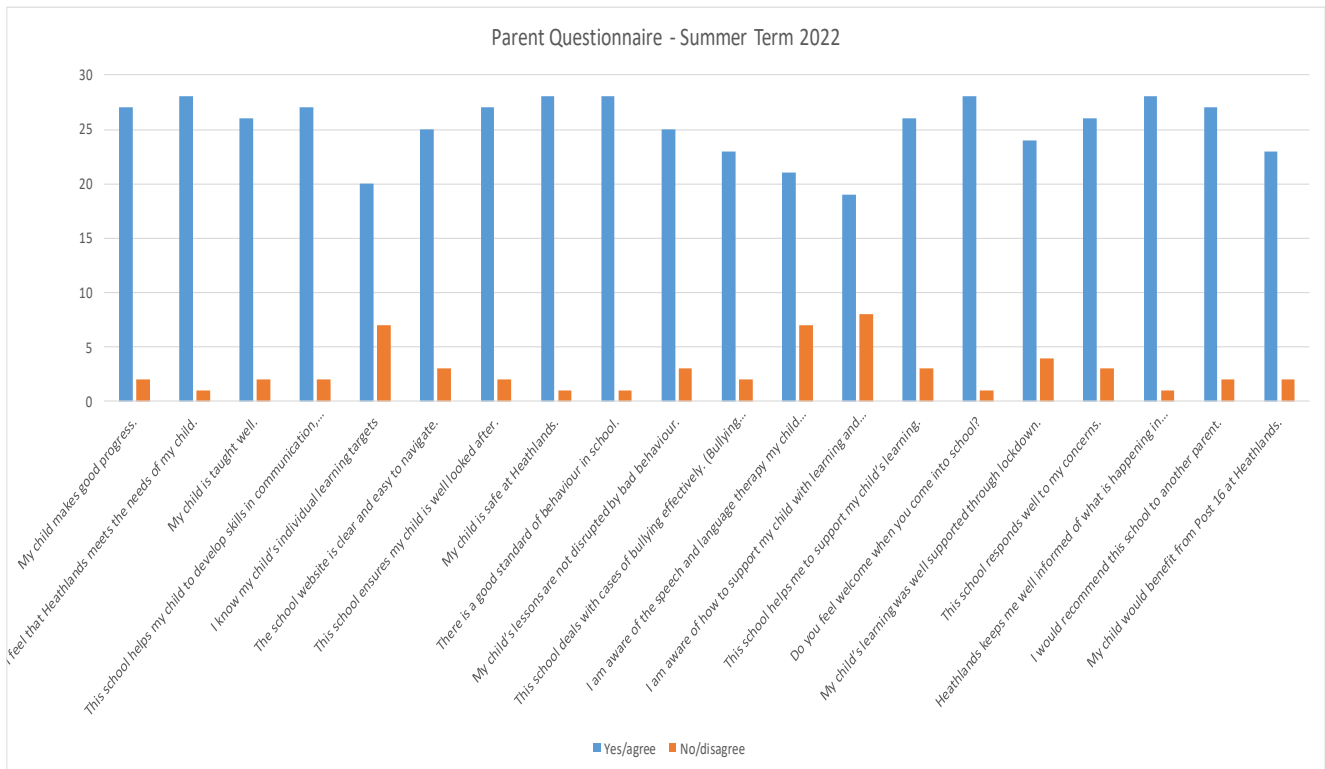


WHAT OUR PARENTS THINK

At the end of Summer term 2023 we asked our parents to complete a survey about their experience at Heathlands.

In total 29 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 first set of questions asked about children’s enjoyment of school and how well they are learning. Overall parents were happy with the learning in school and felt that their child was making good progress and that staff were aware of the individual needs of their child. Parents thought that their child was taught well and that pupils were developing skills in communication. The area for improvement identified was parents being aware of their child targets. This is addressed in the annual review, it is also addressed in the parent consultation meetings which occur frequently throughout the year. Teachers maintain good communication with parents, should parents needs to discuss targets at any point there are opportunities available.

The second group of questions were all about behaviour, safety and attitudes the majority of parents showed that their child is well looked after and kept safe at Heathlands. Parents indicated there was a high level of behaviour and that behaviour at Heathlands is good. They felt that any incidents of bullying are dealt with by staff.

We asked about communication, some parents indicated that they were not aware of the speech and language that their child receives and that they do not know how to support their child at home. Speech and language targets are discussed at all annual reviews in addition to the number of hours allocated. Speech and language therapist are available to be booked for meetings, at parents evenings and are contactable through the school office. School will ensure that parents are made aware of this.

Heathlands organises parent information sessions, sessions with the head teachers, twilight learning and pass any relevant parenting courses to parents. Heathlands is committed to supporting parents with learning so that they can effectively support their child at home.

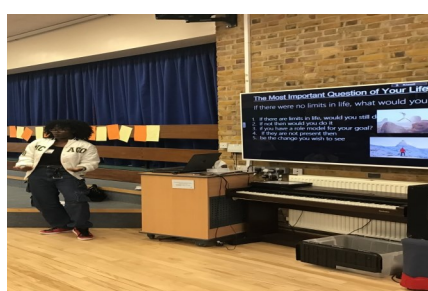
Parents felt that Heathlands responds well to parent concerns and would recommend Heathlands to other parents of deaf children.

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 2021/ 22 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 which shows we are achieving over 80% in all 8 Gatsby Benchmarks (with 5 at 100%).

We continue to develop our careers programme with a range of inspiring activities happening across the whole school. Activities last year included:

- Careers talks and visits including many role models from the deaf community (with specific inks to Black Role Models)
- The Student Leader Programme continues to develop student skills preparing them for the future.
- 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
- Bespoke work experience placements for the Year 11 and 12 leavers.
- Independent individual guidance interviews with RAD (National Deaf organisation)



NEXT STEPS

- ◆ To use COMPASS Plus to better track students PFA learning journey and evidence how our activities meet the Gatsby Benchmarks and individual needs.
- ◆ To work with our new EA (Enterprise Advisor) to further develop our careers programme and establish a bi-annual careers fair.
- ◆ To set up group work experience activities for the Deaf + groups.
- ◆ Encourage ex-students to share their experiences since leaving school to inspire our current KS4.

Students at Heathlands

Develop character and confidence

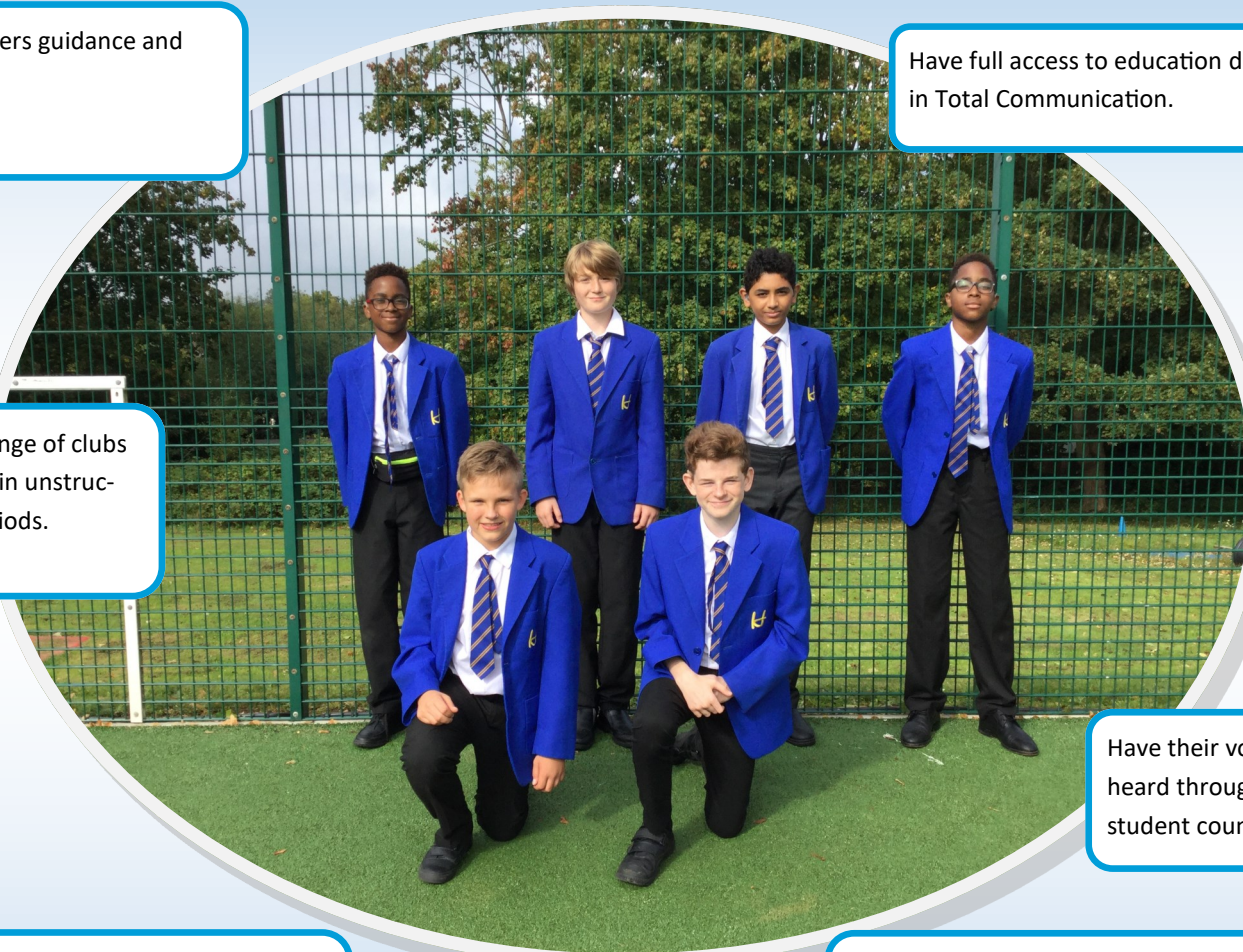
Develop a strong understanding of Deaf culture and identity.

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.

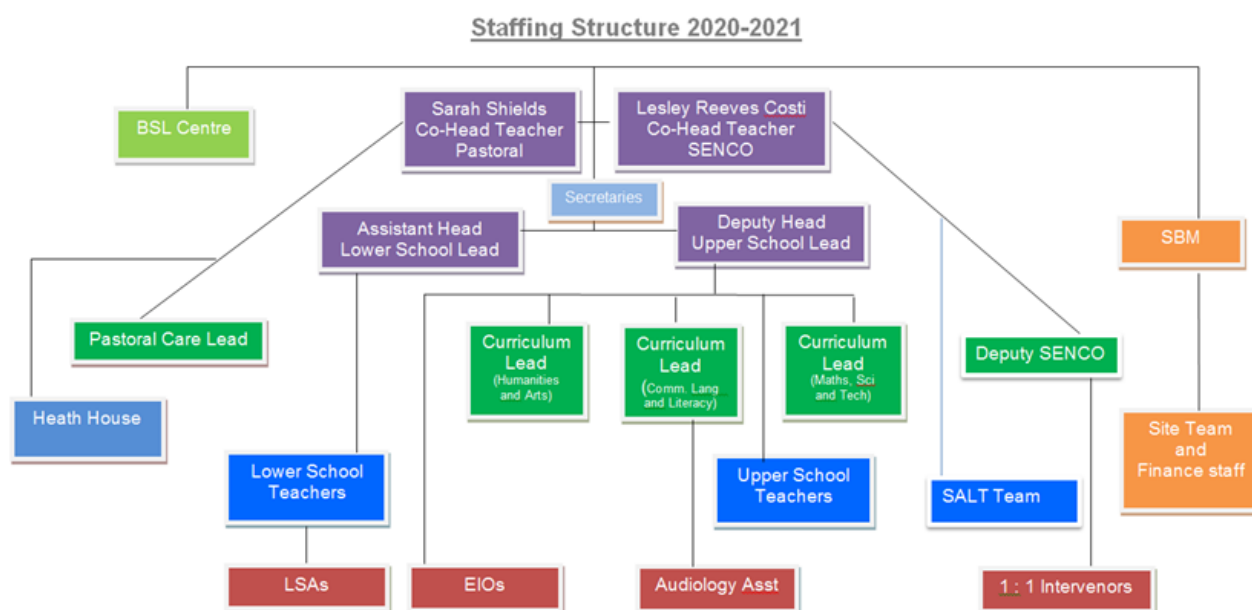
Understand equality, rights and birth values

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

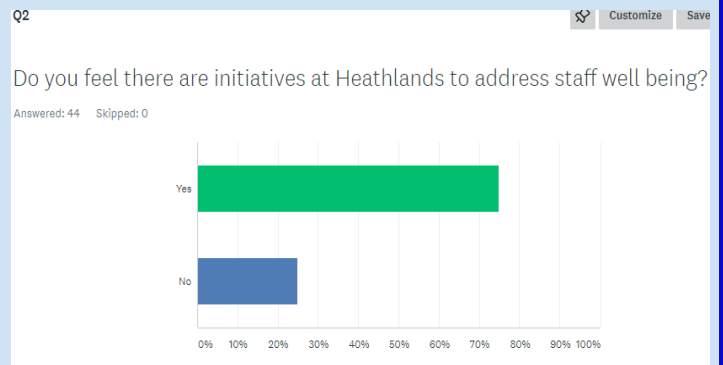
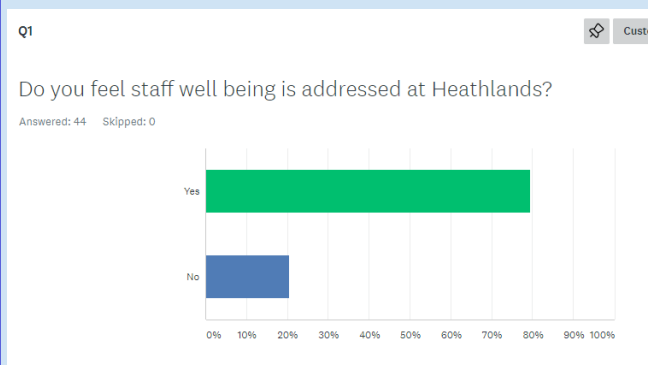
They should review the curriculum vision and intent at both whole school level and in subjects.

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.

The 3 year topic cycle has recently been fully revised to address the changes to the EYFS curriculum . This 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 other specialist staff and learning support assistants with BSL skills.



Child centred



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



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



Deaf, signing peer groups. Access to peer learning.



Attractive and well resourced environment inside and out.



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



Electronic learning journals for every child .



Recent initiatives:
Secret Storyteller.
Regular inclusion visits to Wil-lows farm.



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 2022/23



Congratulations **King Charles** on your coronation. Heathlands pupils have been learning about it and had a special red, white and blue day this term.



Thank you to **Friends of Heathlands** for buying us some new books for our school library.



Children in different KS2 classes were fortunate to have a workshop on **internet safety** from Sign Health.

This week Heathlands' pupils had a Celebration afternoon with bouncy castles, an ice cream van and country dancing. We were celebrating achieving two **OFSTED Outstanding** inspections this year, the agreement that the school can begin post-16 education, expanding numbers and the new building work starting on top of a year full of continued excellent teaching and learning.



One of the GCSE foundation set was in discussion with Mr Richard Weinbaum, one of our **school governors**, at lunchtime regarding different methods to tackle a trigonometry problem.



This term we had the Colour run. All parents were invited to take part with their teams on Saturday 10th June.



We are currently buying books to make our library more diverse.

Alex Brychta's fantastic visit to Heathlands Lower School. Thank you very much to Oxford University Press and the Oxford Reading Tree. The children were amazed that when they suggested things for Alex to draw in the picture, he could draw them straight away.





Before Easter, some upper school students took part in the **Shakespeare Schools Festival** performing a brilliant Hamlet to rave reviews!

This was a compelling and captivating performance with precision and skill from a talented cast.

Appraised by Martin Leonard, Shakespeare Schools Festival 2023



Pears and **Strawberries** Class enjoyed their 'Kids Day Out' at Whipsnade zoo thanks to the generosity of the **Rotary Club of St Albans** (thank you). They got to see rhinos, camels, elephants, ostriches and flamingos to name but a few! As well as a ride on the train and an ice cream.



This years **summer rewards trips** to London Aquarium, Ninja Warriors & Westminster Lodge were enjoyed by all!



During Golden Time, some children in **Man-go** Class learned how to play chess.



A warm Heathlands welcome to our new piano teacher, Rachel.

Mrs Reeves-Costi presented a lower school assembly about the **new building** and how it is sustainable.



Year 11 went on their 'prom' trip to Thorpe Park in June. They (and staff) enjoyed going on the thrill rides and spending time together. They also practised interacting with staff at Thorpe Park, by asking for items and to make transactions using cash or card.



Congratulations to the Heathlands Buff team who won their division! They beat the California School for the Deaf, Fremont in the final! Heathlands Blue team were knocked out by the eventual winners, Washington School for the Deaf. Blue team won the Sportsmanship award and one of the team won Most Outstanding Reader. Thank you so much to **Gallaudet Youth Programs** for all their amazing work- keep reading everyone!!!

SCHOOL DEVELOPMENT PLAN 2023/24

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 support problem solving through developing and refining the language of maths.

To consolidate and continue to develop reading including cross curricular reading.

Continue to develop pupils emotional literacy.

Upper School

To implement and evaluate the new evidence based tracking system.

To implement the evidence based flight path tracker to predict progress of students and evaluate the impact.

Whole School Learning Strategy

To refine the induction process to ensure it is informative, smooth, effective and timely.

To make peer observations a key part of the CPD process to ensure specialist knowledge is well shared.

To embed the cohesion of a whole school approach to mental wellbeing and therapeutic behaviour management.

Leadership and Management.

To establish sixth form provision at Heathlands with the age range extended to 18 from September 2024.

To lead the school through significant staff changes.

To complete the new building project.

Pastoral Care and Heath House

To develop leadership opportunities for students as part of their preparation for adulthood.

To enhance the whole school approach to supporting pupils to become the best they can be socially and emotionally.

To improve the quality and standard of learning journals ensuring they address students targets and track development.

To ensure Heath house remains an outstanding provision with all staff consistent in behaviour and expectations.

SEN and Accessibility

Research executive functioning to support deaf learners.

To roll out the deaf+ tracker.

To develop staff skills and knowledge in audiology to support the Total Communication approach of Heathlands.

Summary for 2022/2023.

In December 23 Ofsted inspected the residential provision, Heath House and found the provision good. The inspection reports comments on the nurturing environment, excellent staff role models and the quality of relationships.

The inspector stated that “Children’s educational progress is impressive. Bedtime reading and other educational activities support the children’s learning. Residential staff provide children with support and encouragement with daily homework sessions. Staff from the residential provision work well with school staff to help the children make educational progress.”

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 strong 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