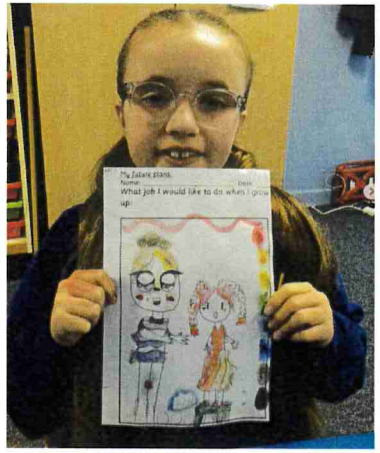

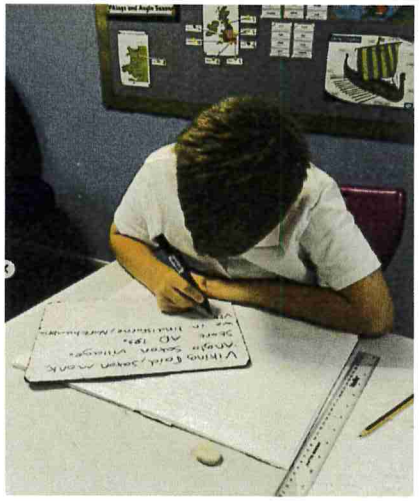

Heathlands School
Development Plan 2024 – 2025

Ofsted
Outstanding Provider

School Development Plan 2024/2025 – Contents

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Introduction 2024 – 2025

Heathlands continues to be in a strong position as an outstanding school community with high pupil numbers, excellent staff team and sound finances. Interest in the school remains as strong as ever from new parents, stakeholders and members of the Deaf community. The school environment and behaviour of students promotes outstanding teaching and learning and as a result, all students thrive from their varied starting points.

Our focus and drive remains on developing the school provision and ensuring that all learners are *becoming the best they can be*. The curricular and pupil focused aspects of this plan are further developments on developing students' language, communication, writing and vocabulary. We are committed to development and embedding good practice to ensure pupils achieve their full potential as readers and writers.

Additional challenges for the school this year is the development of a new leadership team and embedding the sixth form and Key Stage 5 curriculum which will develop learners and create pathways for university entry. Other pressures within the school include staffing, ensuring that the school remains consistent during a significant period of change and rising numbers of pupils. During the period of change the focus is to ensure the school thrives and retains staff. Heathlands has maintained and developed a strong, committed team of teachers and support staff who are committed to the school's vision, ethos and delivery of good outcomes for pupils.

This year we have three members of staff on Teacher of the Deaf courses and four staff members who are Early Career Teachers, the Heathlands staff team are valued and being conscious that our skilled staff are hard to replace, we continue to develop our staff as leaders and experts in the field of Deaf education. As a school, we are utilising this strength through our Continuing Professional Development programme by establishing peer observations across all teachers in both Upper and Lower school so that teachers have access to peers within their own field in specialist Deaf education.

School Ethos: 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 will develop respect, tolerance and all the skills necessary to make ~~a~~ positive contributions in their communities. Heathlands aims to create a learning community where everyone is valued as individuals.

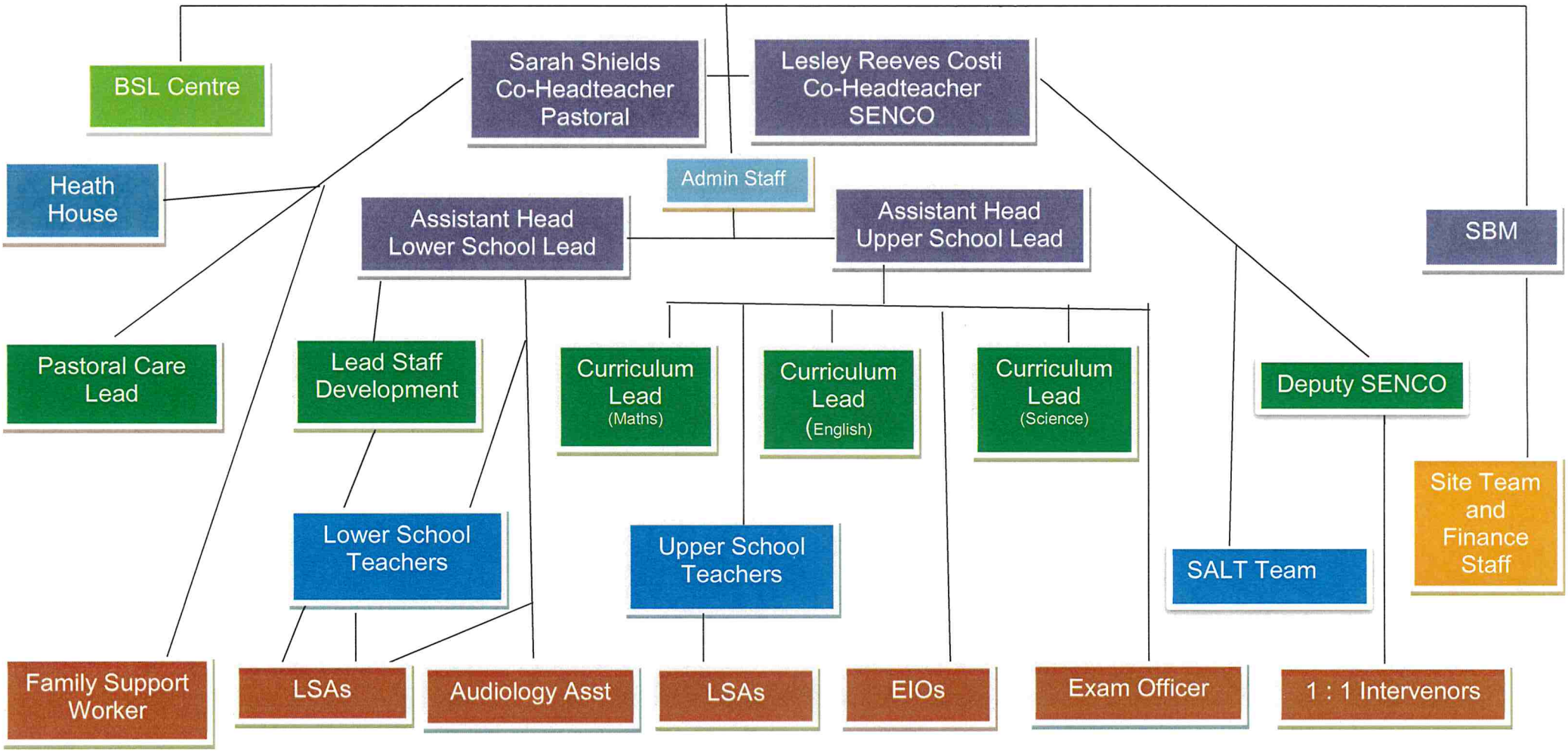
We want pupils:

- To have broad learning opportunities and appropriate accreditation.
- To develop learning habits which will ensure their future success: teamwork, the ability to be reflective, confident to take risks, accepting of feedback.
- To develop social skills, to support those who are vulnerable and to lead others.
- To be as independent as possible and be supported in their transition to adulthood.
- To learn how to manage change, innovation and the pressures of a modern world eg advancing technology.
- To feel good about themselves, secure in their own identity and to embrace difference in others.
- To know they are part of the Heathlands community.

Our school ethos is shown in three connected documents:

- **The Behaviour for Learning Framework** outlines the expectations of all in the Heathlands Community**: Respect, Responsibility, Attitude and Motivation.**
- **The WOW positive behaviour support procedures.**
- **The Heathlands Charter,** written by students as their agreed code of conduct**.**

Staffing Structure 2024-2025



Heathlands School Calendar
2024 - 2025

	Autumn Half Term 1 2024					
	Term Dates	Governors' meetings	School Events - Lower	School Events - Upper	Parent events	Key Tasks
September	Inset Day 2.9.24	FGB 9.10.24	Sign and Play – Wednesdays at 1.30pm-3pm		Sign and Play – Wednesdays at 1.30pm-3pm	Self-evaluation and final SDP
	Term Starts 3.9.24			Form Tutor Parents Evening 11.9.24	Form Tutor Parents Evening 18.9.24	PMs initiated
					FoH AGM 24.9.24	Leadership Team Meeting 25.9.24
October	Half Term Ends 25.10.24		LS Parents Consultation Evening 23.10.24 at 3.45pm-6pm	Complete GCSE analysis (CLT) 11.10.24	LS Parents Consultation Evening 23.10.24 at 3.45pm-6pm	School Census 3.10.24
			Harvest Festival 25.10.24 at 2pm-3.30pm	Wellbeing Check-In w/c 14.10.24	Harvest Festival 25.10.24 at 2pm-3.30pm	
				Year 11 1:1 Personal CAG Interviews (before 1/2 term)		KS3 and KS4 book look

	Autumn Half Term 2 2024					
	Term Dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
November	Half Term Starts 4.11.24	PWC 5.11.24	Sign and Play – Wednesdays 1.30pm-3pm	KS4 GCSE mock exams 4.11.24-22.11.24	Sign and Play – Wednesdays 1.30pm-3pm	Workforce Census 6.11.24
		RES 26.11.24		KS3 Parent consultation evening (via zoom) 27.11.24 at 3.40pm-6pm	KS3 Parent consultation evening (via zoom) 27.11.24 at 3.40pm-6pm	Leadership Team Meeting 13.11.24
	Occasional Day 29.11.24			Careers Fair 28.11.24		Student Tracker
December		FGB 3.12.24	LS Christmas Play 13.12.24	Annual Reviews for Y10 Y11 – 12.12.24 & 13.12.24	Annual Reviews for Y10 Y11 – 12.12.24 & 13.12.24	
			LS Christmas Lunch 19.12.24	US Enrichment Trip 18.12.24	LS Christmas Play 13.12.24	
				US Christmas Lunch 19.12.24	FoH US Disco 19.12.24 (PM)	
	Term Ends 20.12.24		FoH LS Winter Party 20.12.24 (PM)	FoH US Disco 19.12.24 (PM)	FoH LS Winter Party 20.12.24 (PM)	

	Spring Half Term 1 2025					
	Term Dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
January	Inset Day 6.1.25		Sign and Play – Wednesdays 1.30pm-3pm		Sign and Play – Wednesdays 1.30pm-3pm	School Census 16.1.25
	Term Starts 7.1.25		EYFS Annual Reviews - 16.1.25 and 17.1.25		EYFS Annual Reviews - 16.1.25 and 17.1.25	Leadership Team Meeting 22.1.25
			LS Parents consultation evening 29.1.25 at 3.45pm-6pm		LS Parents consultation evening 29.1.25 at 3.45pm-6pm	Mid-year SDP progress review
						PM Lesson Observations
February	Half Term Ends 14.2.25	RES 11.2.25	Feel Good Week 3.2.25	Feel Good Week 3.2.25		STEP On Refresher training for all staff.

	Spring Half Term 2 2025					
	Term dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
February	Half Term Starts 24.2.25		Sign and Play – Wednesdays 1.30pm-3pm	KS3 Parent Consultation via zoom 26.2.25 at 3.45pm-6pm	Sign and Play – Wednesdays 1.30pm-3pm	Mid-year PM reviews
March		PWC 4.3.25	LS Parent Twilight 5.3.25	KS4 GCSE Mock Exams 24.2.25-7.3.25	KS3 Parent Consultation via zoom 26.2.25 at 3.45pm-6pm	US Timetable Planning
		FGB 19.3.25		Wellbeing Check-In w/c 17.3.25	LS Parent Twilight 5.3.25	Leadership Team Meeting 12.3.25
April	Term Ends 4.4.25			KS4 Parent Consultation via zoom 26.3.25 at 3.45pm-6pm	KS4 Parent Consultation via zoom 26.3.25 at 3.45pm-6pm	Student Tracker

	Summer Half Term 1 2025					
	Term dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
April	Term Starts 22.4.25		Sign and Play – Wednesdays 1.30pm-3pm		Sign and Play – Wednesdays 1.30pm-3pm	
May	Bank Holiday 5.5.25	RES 6.5.25	KS2 SATS 12.5.24 - 15.5.24	KS4 Exams May - July 2025		Leadership Team Meeting 14.5.25
	Half Term Ends 23.5.25	FGB 21.5.25		KS3 Assessment week – 12.5.25-16.5.25		School Census 16.5.24
				Year 11 Leavers Assembly 23.05.25		

	Summer Half Term 2 2025					
	Term dates	Governors' meetings	School Events- Lower	School Events – Upper	Parent events	Key Tasks
June	Half Term Starts 2.6.25	PWC 10.6.25	Sign and Play – Wednesdays 1.30pm-3pm	Year 10 Parent consultation via Zoom 4.6.25	Sign and Play – Wednesdays 1.30pm-3pm	6.6.25 Student Trackers Completed.
			Year 4 Multiplication Test (in 2 week window) from 2.6.25	Wellbeing Check-In w/c 10.6.25	Year 10 Parent consultation via Zoom 4.6.25	Leadership Team Meeting 18.6.25
			EYFS, KS1 and KS2 Annual Reviews 19.6.25 and 20.6.25	KS3 Annual Reviews 19.6.25 and 20.6.25	EYFS, KS1 and KS2 Annual Reviews 19.6.25 and 20.6.25	27.6.25 KS3 data analysis (CLTs)
				Year 11 Work Experience 23-27.6.24	KS3 Annual Reviews 19.6.25 and 20.6.25	
July	Term Ends 18.7.25	FGB 1.7.25	LS Sports Day 11.7.25	Secondary Transition day 8.7.25	US Sports Day 9.7.25	SDP Full Reviews
	Inset Days 21.7.25, 22.7.24, 23.7.25			US Sports Day 9.7.25	LS Sports Day 11.7.25	
				US Rewards Trip 17.7.25		PM Meetings
				End of Year Assembly 18.7.25		

Subject: Leadership and Management

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Transition process of new leaders, teachers, staff and sixth form.	Induction process for all new staff is begun and followed up. Training for existing staff on supporting with the induction process. New leaders to have regular meetings with their line manager as part of a supervision process. Training needs examined and provided where required. CoHeads to meet weekly with individual assistant Headteachers to support development. Close sixth form liaison between Marlborough and Heathlands to resolve any difficulties. Supported training for staff delivering A Levels. Support and training for CSW as a new role.	Sept 24 Ongoing From Sept 24 Ongoing Weekly from Sept 24 Ongoing Throughout From Sept 24	All staff have a clear induction programme that supports their settling in and development at Heathlands. Staff feel supported throughout their induction and know where to get support if needed. Staff settle in effectively and fulfil their new roles. Transition and change of leadership at different levels is effective and supported. Sixth form partnership is consistently working together effectively to ensure smooth delivery of education and an effective partnership. Students receive good quality education in both settings. Sixth formers are supported by an effective and proactive CSW with skills necessary.
Progress report February 2025			
Progress report June 2025			
To improve the school's IT systems.	To audit the effectiveness of systems used at Heathlands by Upper school, Lower school, Heath House, admin and parents. To develop an effective plan for streamlining the systems in place. To consult with IT organisations on how the school can best use the systems we have. To consult with teachers about the IT systems in place, planned changes and how this affects the taught curriculum.	Autumn 2024 Spring 25. Spring 25.	All information is stored securely and accessible for all users. All information is easy to locate. Systems are streamlined and operate well with school resources i.e. chrome books/iPads. Changes in place will fit the needs of the curriculum.

	To invest in effective IT systems required. To ensure all documents are accessible for staff. To develop the website ensuring information is kept up to date and relevant.	Summer 25 Summer 25 Ongoing.	Information will be accessible when working onsite and remotely. The information is up to date, accurate and represents the school.
Progress report February 2025			
Progress report June 2025			
To monitor development in and around the school grounds ensuring students are prioritised.	To liaise with parties involved with developing the land outside of the school grounds to consider the impact of a residential estate on the school and ensure the school is considered within their plans especially with regards to taxi drop off/pick up and parking. To ensure that the pavements outside of the school are able to be used safely and to ensure growth is regularly cut back and lighting improved and maintained. To develop and launch a consultation for proposed Post 16 residential and gain consent from HCC to go ahead. To work with architects on proposals and consult with Governors about design choices in order to submit to planning. To work with governors and stakeholders on funding for proposed Post 16 residential provision.	From Sept 24 onwards Ongoing October 24 February 25 Ongoing	Development of land outside of the school moves forward with Heathlands and other stakeholders needs on the agenda. Agreement on how to ensure traffic can be well supported so that children are dropped off and collected safely. Footpaths to and from school are safe to use and the area is well lit at night. Plans for developing post 16 residential continue to be developed, consent gained and planning permission approved. Heathlands works closely with HCC and all stakeholders to achieve consent for this.
Progress report February 2025			
Progress report June 2025			

Other issues to cover
Heathland's 50th anniversary. Working party to be established ready for celebrations in summer and autumn 2025 in school.

Subject: SEN

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To ensure that appropriate KS4 exam modifications are in place for Upper students.	SENCOs to both attend training on exam modifications for different exam boards SENCOs to work with exams officer for all individual students. SENCOs to plan with Upper teachers what needs to be in place before final KS4 year to ensure exam modifications can go ahead.	Autumn 2024 Spring 2025	Correct modifications are in place for all deaf + students going forward. Modifications are used prior to KS4. Staff are confident about what they can ask for so students maximise their exam experiences and obtain appropriate outcomes.
Progress report February 2025			
Progress report June 2025			
Continuation of researching executive functioning to support deaf learners.	SENCOs to undertake further reading on executive functioning Investigate how executive functioning may differ (or not) in deaf children who use BSL Disseminate learning to teachers and wider staff team through in school training Consider how deaf children can be identified as having executive functioning difficulties Consider creating a workshop aimed at older pupils with executive functioning to support them to understand their needs and identify the strategies which best support them. (Time dependant)	Ongoing Spring 2025 Spring 2025 Summer 2025	SENCOs have understanding of executive functioning difficulties, how it presents in deaf children and strategies to support. Knowledge of executive functioning difficulties is disseminated throughout the staff team so learners with EF are effectively supported. Identification of pupils with EF will inform and support parents in how to help their child. EF will be recorded in EHCPs to ensure support is given throughout their time in education. Students with EF will understand their difficulties better, reflect on strategies that help as well as trailing new strategies and are more empowered as independent learners.
Progress report February 2025			
Progress report June 2025			
To roll out audiology in Upper school following the Total Communication	Ensure radio aids are rolled out across Upper for Year groups 7 and 8. Identify other students who would benefit from using their radio aid in		Liaison between relevant professionals will improve communication and active review of audiology management throughout the school. Enhanced staff knowledge will ensure ALDs are being

ethos.	Year 9-12 and begin actioning this. Investigate and purchase captioning and notetaking resources for Post 16 Continue with the rolling programme to purchase more for increased numbers. To develop training for staff in order to carry out daily listening checks and basic trouble shooting. Ensure there enough stetoclips and kits for each classroom. To make record keeping easier and more accessible to enable identification of issues.		used effectively in line with the school's Total Communication policy and technology is maximised. Children at all levels of deafness will benefit from optimal listening conditions to make use of their ALDs. Staff in form rooms will be able to carry out daily hearing aid testing and conduct basic troubleshooting, such as battery changes and tubing blockages. A daily check sheet with simple red/ green/ issue for to carry out quick daily checks – feedback from staff to identify the best way to record.
Progress report February 2025			
Progress report June 2025			

Other issues to cover:

Accessibility Plan: Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of Heathlands to maximise and increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. At Heathlands all pupils are profoundly deaf with a requirement to sign. Heathlands already offers a specialist environment offering expertise in this area.

The Heathlands plan aims to:

- Continue to enhance the extent to which pupils, including those with disabilities in addition to deafness can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Continue to expand the availability of accessible information, to ensure is readily available to all pupils and parents with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

Heathlands also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
- The parents/carers of pupils
- The co headteachers and other relevant members of staff
- Governors
- External stakeholders

This plan is reviewed annually and will take into account the changing needs of the school, its pupils, and staff.

Accessibility Plan 2024-2025

	Issue	What	Who	When	Outcome criteria	Review
Short term	Upper school students not using radio aid systems to enhance listening experiences.	Purchase radio aids for all Upper school teachers who use voice. As pupils go into those classrooms, the wall device will automatically connect them.	Audiology	Autumn 2024	Secondary students will have improved listening experiences and the Total Communication approach is well maintained.	
	Pupils with mobility difficulties accessing the main corridors more easily.	To install 'stay open' accessible fire doors across all main corridor doors in school	SBM	Autumn 24	Pupil with mobility issues are enabled to move more independently whilst still maintaining health and safety regulations.	
Medium term	Exam modifications for KS4 students are not always clear if students are Deaf+ .	To attend training and disseminate wider across school. Ensure that modifications are part of 'usual practice' from early KS3.	SENCos and teachers	2024/5	All Deaf+ students have effective modifications in place to maximise their access in exams.	
Long term	Heathlands has no residential provision for sixth form students who cannot access Heathlands on a daily basis.	Undertake a consultation on Post 16 residential. Apply for funding to enable a new build renovation to take place.	SLT and Govs	2025/6	Plans for sixth form residential provision to be approved and built on site.	

Work Subject: Teaching, Learning and Assessment - Lower School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Induction of new staff. - Improvement of induction schedules - ECT/ TOD - Probationary procedures - LSA training	Induction: To roll out an induction checklist to support new staff during their first term of employment. To offer LSAs a folder with key policies to enable them to access the materials when accessing a computer is more challenging. Training for teachers to enable support for LSAs during their induction period and clearer understanding of probationary procedures. Regular check ins with new staff to ensure they are on track with their induction programme and offer support if required.	By End of Summer Term 2025	New staff will feel supported and fully immersed in the school, confident with processes and procedures. New staff will be familiar with the school policies and where to find them if they are needed to refer back to. Teachers will have a clearer understanding of LSA probation procedures and what is required of them and when.
	LSA Training: Weekly training for LSAs following a range of topics, delivered by staff specialising in key areas.	By End of Spring Term 2025	LSAs will have weekly training to support knowledge and development from a range of subject specialist across the school.
	ECTs: Set ECTs up on the system and ensure they are all correctly registered. ECTs to attend face to face sessions rather than self-study as has been previously, to enable support from colleagues within the school and other local schools to support development of ECTs. ToDs- Set up a buddy system of ToDs who have studied at the same university to enable them to offer support from a course which they are familiar with.	By End of Spring Term 2025	ECTs to have a smooth start to their induction and feel supported during their ECT training. ECT mentors to attend training in order to support ECTs. Face to face sessions instead of self-study online to give ECTs opportunities to meet and work with other ECTs from across St Albans. Teachers of the Deaf feel like they are supported and know who to go to for help if they need it with their course
	To finalise and publish agreed Maths sign vocabulary: Use Maths vocabulary drafted from previous year. Liaise with Upper School staff to finalise. meet with staff team and SLT to agree and confirm. Finish green screen filming of agreed signs and edit. Upload to video and liaise with Lemongrass to add to school website.	By End of Spring Term 2025	

STEM - Finalise Maths BSL vocabulary - Maths Channel set up - Assessment.	Research Maths assessment resources through DSPL (explore what is available in other settings and appropriateness for Deaf children)	By the end of Summer term 2025 Autumn Term 2025	Maths signs agreed and uploaded to website. To audit to current assessment systems for Maths and consider how they could be improved to be more objective.
Humanities - Resourcing - Review of RE scheme of work	To review resources for humanities subjects to ensure they are fit for purpose and be appropriately used. Sort out the storage of resources. - Make sure staff are aware of the school has and what can be used. - Identify gaps in resource provision. - Sharing resources appropriately across school departments. To audit the RE curriculum in light of new Hertfordshire RE curriculum guidance - Coordinator to become familiar with guidance and any additional resources. - To analyse current scheme of work aligns with the new guidance and identify gaps. - Work with the staff team to amend the scheme of work to our pupils' needs.	Ongoing through academic year with changes implemented Sept 2025	Resources are appropriate, easily accessible and well used. To begin the process to ensure RE scheme of work reflects the needs of our pupils and the current guidance.
Progress report February 2025			
Progress report June 2025			
Supporting Emotional Literacy across the Department	To support pupils in developing emotional resilience and self-regulation by empowering the staff team - Staff Training (curriculum Meetings for Teachers and LSA training on how to use ELSA resources and little Spot Books) - Consistent approach and method across the school day - (Use of playground posters displayed in the playground 'Small, Medium, Big problem)	Ongoing	Staff are increasingly confident in supporting children's emotional resilience Children are empowered to sort out small problems themselves

Progress report February 2025			
Progress report June 2025			

Other issues to cover:
Continued focus on Reading and tracking reading progress across the year. Continued support for teachers teaching literacy through a book based approach.

Subject: Teaching, Learning and Assessment – Upper School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To ensure the student tracking system is standardised across all subjects and key stages and is used to assess pupil progress accurately	<u>Using Data effectively to promote learning</u> • Baselining in all subjects to be carried out at the start of the year • CLTs to analyse the data and identify students in need of intervention. • Year 7s to complete CAT4 testing. • Baselining data used to create flightpaths. • Teachers to link planning to the tracker to ensure coverage of skills/objectives. • Use the tracker to inform groupings and sets for next year. <u>Further developing tracker system</u> • To set up tracking system for year 12. • Curriculum Meetings timetabled to explain how teachers can identify evidence for the tracker • Increased CLT monitoring of evidence in books against the tracker • CLTs with subject staff to refine the tracker to show student progression at key points in the year • Updates to tracker completed at key points in the year (curriculum time given to ensure this is carried out) <u>Review and strengthen assessment procedures for moderation</u> • Staff and Internal verifiers/moderators to access regular training on how to apply the marking scheme consistently, particularly in subjects where they are not a specialist. • Moderation schedule set up for the year (coursework modules) and deadlines shared with students and parents. <u>Improving target setting for students</u> • CLTs to moderate MTGs and student targets before sharing with students and parents. • Set up student friendly trackers to go into exercise books. • Regular mock assessments (KS4) and formal end of year (KS3) assessments to be timetabled to feed into the tracker. <u>Developing staff – assessment for learning</u> • Provide training on Assessment for Learning techniques • Analysis shared with staff in curriculum meetings. • Create an assessment guidance handbook to improve consistency and expectations. • Staff to collect and share examples of work at different grades (KS4/5) for students.	Oct ½ term November Oct/Nov November Ongoing Summer Term 2025 Autumn Term Scheduled through the year Ongoing Termly End of term Ongoing Ongoing Ongoing Autumn Term Scheduled in the calendar On meeting schedule Spring Term Ongoing	Assessment data is used to inform planning and groups/sets accurately. Intervention set up for individuals/groups as appropriate Students make expected (or more) progress. CLTs and AH can report on student progress for co-heads, governors or Ofsted when required Staff and students have regular learning conversations about their progress and next steps. Staff able to report to parents accurately. Staff have a reference guide so can trouble shoot independently. Students entered for appropriate external qualifications. Robust Tracking system which enables all staff to monitor pupil progress across all subjects and key stages accurately. Targets and predicted grades are accurate, aspirational and robust. Students engage in a range of assessment for learning practices that develop their learning as evidenced by lesson observations (peer observations / learning walks).

Progress report February 2025	
Progress report June 2025	

Other issues to cover:

Subject: Personal Development, Behaviour and Welfare

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the leadership opportunities for students as part of their preparation for adulthood.	A: **Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities.** To maintain the focus groups on good quality teamwork. Students to have skills targets linked to the ASDAN certification. Year 12 students are involved in encouraging students to participate in focus groups. To ensure all groupings are agreed by the Co-heads, and activities are approved by the Co-heads before starting. To plan, monitor and evaluate all the activities planned. To support and receive termly teacher feedback on the development of leadership skills in relation to leading focus groups. To share focus group progress in termly meetings with SLT. **B: Continue to develop the leadership programme.** Review focus groups structure to ensure that group dynamics are fair, productive and working well. To move student leaders to other focus groups if needed. The students with learning needs are moved to the Community Group and the others will focus on achieving the ASDAN certification in the other three groups. To place a greater focus on planning, leading and evaluating activities as part of developing leadership skills by having less activities this year to enhance quality of running them.	Termly and through the year Dec 2024 Feb 2025 Half termly and through the year Throughout the year	The Student Leadership Lead to maintain the focus group structure and student numbers to produce good dynamic teamwork. The Lead will lead the Student Council and two Year 12 students will be Assistant Leads to focus on the other three focus groups. These Year 12 are doing Community Service as part of their Community Action Project for PSHE, so they will gain valuable lifelong leadership skills from the role. Students Leaders are to be given a skills target to be achieved by the end of the year. Previous Student Leaders to lead the assembly in encouraging new applicants and old leaders to stay in the Student Leadership Programme. A variety of activities will be implemented by the student leaders through feedback from the Programme Lead and the Assistant Leads to enhance students' understanding, impact, responsibility, and unity in the school. The Assistant Leads will have a positive influence and be role models in encouraging students to run the activities effectively. Student leaders will develop the skills of planning, leading and evaluating activities as part of their leadership training. The Assistant Leads and the Student Leaders will further develop their leadership skills by having a greater involvement in the delivery of the leadership programme. Through the leadership training, students will become independent, confident and demonstrate positive leadership behaviour.

	To ensure student leaders have a greater presence in school by being responsible for specific tasks following their leadership training sessions. Student leaders to collect of evidence for achieving the ASDAN short leadership course. **C: Increase school connection and whole school culture through developing house groups, Lower School and the St. Albans community.** Student leaders to plan and lead inter-house competition activities to take place. Students to become role models for Lower School students by leading activities or teaching new things. Students to do activities that involve the local St. Albans community e.g. Deaf Awareness training and using Deaf Organisations.	Ongoing	Student leaders will receive training with the assistance of the Assistant Leads and support to develop their leadership skills and achieve their personal targets. Students will be encouraged to collect a portfolio of evidence for the award of the ASDAN leadership qualification. Students will have the opportunity to participate in inter-house competitions to increase their esteem, confidence, and teamwork. Students to lead activities/ teaching opportunities for Lower School classes. Students to have opportunity to deliver deaf awareness programmes in at least one school in the St. Albans community.
Progress Report **February 2025**			
Progress Report June 2025			

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop a Behaviour Curriculum.	The recent behaviour guidance from the DfE described a "behaviour curriculum" that should define the expected behaviours in school and how the school will teach it. Research the DfE requirements. Gather together what is done at the different ages and stages at Heathlands to teach the expected behaviours. Organise into a suitable format with an emphasis on what we are doing to teach emotional vocabulary, literacy and agency as a large priority of our behaviour curriculum.	All year	Clarity on what DfE expectations are. Lead curriculum meetings with LS and US to gather together all the different things that we do as a school to teach behaviour (e.g. through routines, assemblies, PSHE, reflection times, Y7 handbook, restorative justice meetings etc.) Develop a suitable format to convey what we are doing at each age and stage and consider how this links with what is already in our behaviour policy (e.g. prosocial chart rolled out last year).
Progress report February 2025			
Progress report June 2025			
To ensure new staff are supported to skill up in behaviour management strategies	To run behaviour management trainings for new staff, newly qualified staff and those that are training as teachers etc. This will complement the Therapeutic Thinking training by providing training on practical everyday classroom management.	Winter and Spring Term	All new and staff who are training or in unqualified roles (e.g. ECTs, EIOs etc.) to attend three sessions to support them to develop their toolkit of positive behaviour management strategies. Staff to report back on how using the strategies is going. Staff to demonstrate use of the strategies in their PM observations. Staff to report increased confidence in managing pupil behaviour.
Progress report February 2025			
Progress report			

June 2025			
To consider how ESafety for parents can be developed by involving others in the translation of newsletters into BSL	Consider who could help with BSL translation of E-Safety newsletters (e.g. parents with Registered Sign Language Translator qualifications? Or collaboration with another Deaf School?)	All Year	Meeting with Gemma Hall, Longwill school to discuss potential collaboration on development of newsletters and BSL translations. Potential other meetings with parents.
Progress report February 2025			
Progress report June 2025			

Other issues to cover

Subject: Heath House

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To refine and improve student care plans.	To review the current care plans – what is going well and what can be improved. To refine the language that is used on care plans and care plan reviews. To ensure that care plans capture the voice of students. To ensure that responses to student voice is given and recorded. To be able to include parents in care plan creation and feedback. To utilise support for staff when writing care plans.	October 24. December 24 December 24. January 25 January 25 On-going.	Identified areas of improvement will be identified and ways of improvement implemented. Care plans will be concise and free of emotive language. Student voice will be captured and responded to. Records of responses to students will be captured. Parents feedback to the ICPs will be captured and responded to. Care plan writing process will be easier for staff and the document a more robust and collective reflection of the child.
Progress report February 2025			
Progress report June 2025			
To refine and improve how data is used to inform progress in Heath House.	To continue target setting using the CSDs To monitor target developing using CSDs To be able to include target data on students' care plans and reporting. To be able to track how many targets are achieved across the year. To be able to use student data for supervision and performance management.	October 24 December 24. December 24 April 25. April 25.	Appropriate and measureable targets will be set. Continuous use of the CSD tracker will show pupils achievements and the data used to inform parents, student and inform practice. Quantitative data will be collected and used to inform practice.
Progress report February 2025			
Progress report June 2025			

To improve relationships with Heath House parents.	To improve and enhance the relationships that Heath House staff have with parents.	Ongoing	Parents will know who their child key worker is. Parents will be able to contact the key worker to raise concerns.
	To ensure all RSWs are maintaining contact with their key responsibility group parents, weekly.	Ongoing	Weekly contact will be maintained.
	To ensure that learning logs are updated and shared with parents weekly.	Ongoing	Weekly updates will be available to parents and parents will be able to see what their child does in heath House.
	To ensure parents know how to contact the RSWs	On going	Parents will feel able to make contact.
	To have two Heath House parents' meetings across the year.	November and March	Parents will be fully updated with what is happening in Heath House.
	To ensure the new lead RSW maintains contact with all parents on a weekly basis.	Ongoing	Parents will have a senior member of staff point of contact.
	To ensure there are opportunities for Heath House parents gatherings.	Ongoing.	Parents will feel confident in Heath House.
Progress report February 2025			
Progress report June 2025			

Other issues to cover: New lead RSW probation and settling period.

Premises Plan **School Business Manager: Carol Bush**

Projects	Aim/Desired result	Date	Cost	Update/Outcomes
Phase 2 – plan for additional staff and 6th form boarders' accommodation	This will provide boarding for 6th form students and more staff accommodation to attract teachers. This project is ready to progress when HCC agree the proposal for 6th form boarding and the Governors are happy to proceed. 2 proposals to be put to FGB in July – a) Extension to existing b) Knock down and start from scratch	Spring 25	£400k £900k	
Ariston building development plans	Liaise with all relevant parties to ensure Heathlands is considered in HCC plans as a priority. Parking and safety will be a major factor for staff, parents and pupil drop off. If no parking allocated – request portion of the filed to be allocated as an overflow car park.			
Nursery refurbishment	Liaise with staff and plan for Summer 25.	Summer 25	£25k	
Hall refurb	Investigate hall refurbishment -including ceiling, walls	Summer 25	Unknown	

Other issues to cover: