



PROUD of the Hatton Way; Learning, Growing and Achieving Together

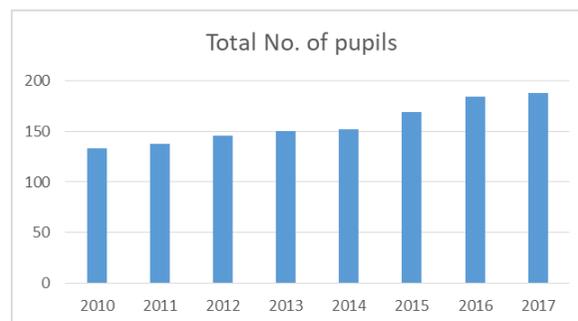
SCHOOL SELF-EVALUATION SUMMARY & DEVELOPMENT PLAN

2018 - 2020

School Context September 2018

Hatton School has increased in numbers since the previous inspection in 2015; there are an additional 25 children on roll making a total of 191 pupils. The school's gradual expansion over the past seven years has been in response to the growing population in Redbridge and the subsequent increased demand for places.

Given the increase in numbers over time the local authority agreed that the school required a capital build programme to increase infrastructure to support the increase in pupils and classrooms that have been added to the site as it is currently not compliant. There have been unfortunate delays with the Local Authority getting this project started; however the school continues to be creative in using the space we have very effectively to meet the children's needs.



The school is divided into 3 mini schools within which there are 4 key stage teams and a satellite team with a total of 26 classes. (24 onsite and 2 satellites)

Minischool	Main School Teams	No. of classes	No. of pupils
Lower School	EYFS Key Stage 1	One Eight	12 58
Middle School	Lower Key Stage 2	Seven	53
Upper School	Upper Key Stage 2 Upper KS2 Satellites	Eight Two	68

The satellite classes have been developed since the last inspection at Southpark Primary in September 2015 and Manford Primary in September 2016. Each satellite class offer places to a maximum of eight Hatton pupils in upper KS2 who will be able to benefit from the inclusive opportunities available. The classes are staffed with Hatton Staff and all responsibility for finances, the quality of teaching and learning, the curriculum and assessment is Hatton's.

Pupil Profile

Information from statements/Education Health care plans clearly indicates that the needs of children we educate are becoming increasingly more complex.

Student data September 2018

- 152 boys and 36 girls
- 61 pupils (32%) are registered for free school meals. It is likely that this figure should be higher as some parents are reluctant to register because of their child's particular feeding needs or the universal free school meals.
- 56 %of students are Muslim and 18% are Christian
- 115 (61 %) of students have English as a second language
- 86 % children come from minority ethnic groups predominately Asian (or British Asian) and Black (or Black British)
- Data shows that there has been an increase in students with additional medical needs mainly epilepsy and feeding difficulties requiring tube feeding.
- 53 % of pupils have Autism with a further 64 (34 %) with social communication difficulties.
- The majority of students work below national curriculum levels with 35% working between P1 –P3, 51% between P4 – P8 and 14% above P8.
- 0 Looked After Children and 2 students who are subject to a child protection plan.

The school currently employs 91 FTE Learning support staff/ specialist support staff and 36.7 FTE teachers/instructors (plus Outreach staff)

The school has a Local Authority Commissioned Outreach Service, it has 12 full time equivalent teachers and 1 specialist LSA. Data collected in July 2018 showed they supported 119 children on a weekly basis and monitored 227 children across Redbridge mainstream primary schools. The service also worked with 33 direct referral children through the year who are not supported by the service through their EHCP plan.

Key Strengths of the School and Service

We believe we are exceptional at meeting the diverse and complex needs of all our children and their families. Evidence from parents/carers demonstrates a very high level of satisfaction and confidence in the school and service. The school and service's work with a wide range of partners is excellent. We have actively developed a wide range of training opportunities for a range of agencies and families. Evaluations and feedback confirm the significant impact and value this has had.

At Hatton we use a holistic approach to spiritual, moral, social and cultural development and the embedding of British values. It is incorporated in all aspects of school life and enables pupils to participate in and belong to the whole school community. Values are reinforced through the curriculum, assemblies, the positive role models provided by the staff and reflection time. We aim for pupils to develop tolerance towards others and to learn to accept diversity of culture, religion and special need.

The school and service continually strives to improve its wider support to pupil and their families through its extended schools provision, the work of the Parent Support Advisor and partnership work with a range of other agencies. Every Key Stage has a weekly after school club and there are regular play schemes

organised and lead by Hatton staff across the school year. Pupils supported by Hatton Outreach team are also invited to these schemes in order to give opportunities for children to extend their social group. These clubs and schemes are evaluated and we have received very positive feedback from parents and children. We provide a range of training for parents including curriculum workshops, accredited courses such as Early Bird plus, autism seminars for families, Makaton, and Sleep Scotland.

At Hatton School social development is promoted through every aspect of school life. We recognize that this can be challenging for some of our pupils due to their needs. We therefore strive to ensure that each child is given opportunities to develop to their full potential in this area. All pupils are set individual targets in this aspect of their education which are monitored closely through termly progress and Annual Review meetings. Depending on individual needs, pupils are taught social interaction through intensive interaction with adults, structured play activities and independent play skills.

Our Values

We always aim to firmly uphold 'The Hatton Way' to be PROUD and to learn, grow and achieve together. We are highly ambitious for all of our children, staff, Governors and parents/carers here on the main site, in our satellite classes and for the children and staff in mainstream schools who are supported by the Outreach Service. Every child we support and educate comes with unique and complex learning needs across the range from EYFS through to Y6. Our staff are professional, passionate and committed to learning and sharing their expertise. Our range of provision across the school, satellite provisions and outreach service makes it a rich environment for learning and CPD.

We are a UNICEF Rights Respecting School and this is at the forefront of everything we do, and we actively nurture the children's social communication skills, personal development, confidence and resilience and seek to empower them to have a voice and be heard through activities such as the School Council and Voting days. We feel the Rights Respecting status enhances our child centred approach and enriches the SMSC dimension of our curriculum.

We are an outward facing school; active members of the Seven Kings Teaching School Alliance, part of the small group of schools responsible for the establishment of the Redbridge Education Partnership, to drive school improvement through closer collaboration, active members of the Pan London Autism Schools Network (PLASN) and the associated PLASNR group linked to UCL to participate in action research for Autism. We partner with a range of neighbouring special schools and those further afield both academies, LA maintained and independent school to offer parent training, share best practice and learn from each other. We are part of a local cross phase group of schools working together on peer review through the Education Development Partnership to drive school improvement.

We offer a bespoke child centred approach to teaching and learning; we constantly evolve and develop our curriculum and teaching strategies to meet our pupils' individual and changing needs and are active in ensuring what we do is underpinned by research and validated.

We value and work collaboratively with our parents and carers; we recognise that our families have individual needs just as their children do and we do our best to support them through home school collaboration, structured conversations, training workshops, support from our sleep counsellors, support advice and resources from our Parent Support Advisor and her assistant with issues around housing, social care packages, behaviour and communication at home and sometime most importantly simply someone to listen who understands.

Progress in the previous Inspection's key issues

Ofsted Inspection 2015: Ensure complete consistency in the use of communication aids such as pictures and symbols.

Actions by the school to address this

- Training delivered for all staff on using communication across the day and reference made to this is learning observation written feedback.
- Development of Classroom 'Givens' at Hatton School which includes total communication, which is monitored by miniheads and Team Leaders.
- All classroom staff PECS induction
- 3 PECS implements working across the school
- Staff resource area has a dedicated symbol resource board
- All generic PECS / Schedule symbols are available in a folder for staff to download and print in shared resources
- Enhanced joint working between therapists / therapy assistants and teachers to enhance provision / environment and also problem solve individual cases
- All staff including agency staff are provided with instructional visual keyrings and regularly reminded to wear them at all times when in contact with pupils.
- Review and refreshing of critical communication boards across the school.
- Observations indicate an increase in the use of wider visual support e.g. 'First / Then', social stories etc.

Leadership Changes

There have been significant changes in the Senior Leadership Team since the last inspection. The previous Headteacher and both of her deputies all retired within a 12 month period. However successful succession planning has led to the current strong team being in place. Some were the previous middle leaders noted in the last inspection report or in the case of the new Headteacher had worked at Hatton the past but been in leadership and headship elsewhere prior to returning here. This has enabled a smooth transition and ensured a strong retention of the school's ethos and practices as the solid basis for further school improvement with minimal teacher turnover. The new strategic and management teams have a challenging, ambitious and active vision for the school with high expectations for all of our community. The development of this vision is shared and promoted by all leaders across the school and Outreach service. We have a strong and effective team of leaders in the school and service who support the schools vision and ethos. The school has invested in its new leadership teams with a range of ongoing bespoke leadership support and coaching interventions to maximise their abilities to effectively lead and manage the school and continue to drive forward school improvement.

	Evaluation and what went well and the impact of improvement planning 2016 - 2018	Development aims and plans	Planned Impact	Lead	GB Lead Committee
Leadership And Management	<p>Leadership and Management is outstanding because leaders have high expectations and offer staff challenge and support to ensure school improvement.</p> <p>Investment in new SMT/SST through CPD & coaching has ensured cohesive consistent approach and high impact for continued improvement across the school.</p> <p>Governance continues to be strong, vacancies have been filled & FGB completed a self-audit and new committee structure agreed - start Sept 18 with new TOR.</p> <p>A clear vision & expectations to support raising standards is embedded; PROUD incorporated into our vision statement – Professional, Respectful, Organised, Understanding and Dedicated</p> <p>Staff code of conduct introduced – all leaders set high examples of outstanding professional behaviour, and when staff member falls below this, it is addressed.</p> <p>Outstanding Safeguarding processes embedded.</p> <p>Outstanding Health and Safety practices embedded at all levels across the school.</p> <p>New policy management system ensures compliance and no lapses - clear delegation by Governors to the school for sign off of certain policies.</p>	<ol style="list-style-type: none"> 1. Work with the LA to improve and enhance the school environment to meet the changing needs of the school and promote well- being 2. Develop and embed ‘minischool’ model 3. Review how change and information systems within the school are managed 4. Develop and embed a committee structure for the Governing Body 5. Develop and extend systems and practice to support staff wellbeing 	<ol style="list-style-type: none"> 1. Meet increasing complexity of need whilst also enhancing the environment for staff. 2. Clearer lines of responsibility / accountability. Effective distributed leadership and management that drives and supports school improvement. 3. More effective systems for sharing, consulting, communicating and collaborating. 4. Increased depth of knowledge about all aspects of the school by Governing Body leading to greater challenge and effective support. 5. Positive staff wellbeing and work life balance is promoted and supported. 	<p>AW</p> <p>AW</p> <p>AW & SMT</p> <p>AW</p> <p>AW</p>	<p>Full Governing Body</p> <p>Tbc</p> <p>Tbc</p> <p>Chair of Governors</p> <p>Tbc</p>

	<p>Attendance now above national average for special schools for last 2 years and lower PAs than national average.</p> <p>Curriculum Development and Assessment reviews - responsive to the changing needs of pupils.</p> <p>Development of multiple robust systems, processes and pathways to support school operations e.g. safer recruitment and process and investigation, staff sickness absence and disciplinary process etc</p> <p>Improved tracking of PP</p> <p>Calm room' data monitored by Governors. (see PDB&W section for more detail)</p> <p>Parent Surveys indicate very high level of parental satisfaction and any issues raised addressed.</p> <p>Team Leader Post for Satellites has ensured greater consistency in quality of provision across the two sites and improved communication and consistency between the mainschool and satellites.</p> <p>Positive Peer Reviews- 2016/17 focussing on Assessment and Vision & 2017/18 focussing on Pupil Premium and Governance.</p> <p>Learning Walks and increased visibility of SMT – ‘management by walking around’ approach to support improving standards.</p> <p>Annual CPD matrix ensures staff CPD needs identified and addressed.</p> <p>Staff wellbeing is important to senior leaders. Education Support Partnership - Positive Workplace Survey Autumn 2017 + follow up</p>				
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	<p>programme of sessions with staff to ensure a positive, supportive and effective school culture – impact will be measured in second survey autumn 2018</p> <p>Introduction of ‘Kit Kat Awards’ for SMT and all staff to nominate colleagues for recognition and exemplifying the Hatton Way; Learning, Growing, Achieving Together.</p> <p>Best practice is ensured in all areas of the school’s work through extensive partnerships / links / research activity through various channels and use of consultants to audit.</p>				
	<p><u>Actions and Evaluations</u></p> <p>1) Autumn 2018</p> <ul style="list-style-type: none"> - AW raised issue at Directors meeting 21.9.18 - AW emailed Colin Stewart & Chair of Gobs re Gym closure 26.9.18 <p>2) Autumn 2018</p> <ul style="list-style-type: none"> - New Structure introduced to all staff on 3.9.18 - New Office arrangements for 3.9.18 to facilitate new model - Regular fortnightly Line Management Meeting introduced for all SMT – clear accountability <p>3) Autumn 2018</p> <ul style="list-style-type: none"> - SMART COMMUNICATION workshop to all staff on 3rd September. - SMT looked at all feedback and drafted suggestion – now up for further consultation <p>4) Autumn 2018</p> <ul style="list-style-type: none"> - First Committee meeting under new TOR 4.10.18 - Clear Gobs responsibility linked to SDIP priorities to be introduced <p>5 Autumn 2018</p> <ul style="list-style-type: none"> - LP and AW writing Stress Risk Management Policy and associated risk assessments - First Mental Health First Aider on staff – more staff to be trained later in the autumn term - Further session for staff on developing resilience and wellbeing looking specifically at ‘Sleep’ planned 20th November - Second ‘Positive Workplace Survey’ being launched on 21.9.18 – analysis and actions following the detailed report to follow 				

Quality of Teaching learning and Assessment	<p>Quality of Teaching, Learning and Assessment is outstanding and rigorously monitored and supported by explicit high expectations, a focus on individual pupils, their needs and progress.</p> <p>Consistency in classroom practice improved through ‘Hatton Givens’ – training packages to support ‘givens’ developed. Monitored through Learning walks – even greater consistencies can be made in use of structure & teaching strategies. 2 senior staff had full TEACCH training to support next steps.</p> <p>Regular & relentless evaluation of teaching both formally and informally reveals that vast majority of lessons remain good, outstanding or good with outstanding elements – leading to signposting of good practice, further monitoring, training / support. Where teaching falls below expectations package of training/ support /coaching/ mentoring to ensure expectations met & pupils make outstanding progress.</p> <p>AHT role to lead on assessment last year brought consistency – personalised targets & introduction of termly progress meetings with teachers to hold them to account for progress led to a higher % of children meeting their personalised targets by summer 2018 than in 2017.</p> <p>IRIS system used effectively by some staff, but needs further development & embedding to support collaboration and discussion about pedagogy and improving the quality of Teaching and Learning.</p> <p>‘Sharing Good Practice’ ensures teachers sharing and implementing best practice.</p>	<ol style="list-style-type: none"> 1. Develop a more consistent use of visual structure and structured teaching strategies in all classrooms 2. Extend and formalise peer review and support 3. Introduce and refine a range of assessment in line with government curriculum reforms 	<ol style="list-style-type: none"> 1. Meet increasing complexity of need and promoting children’s progress, wellbeing and self-regulation. 2. Effective and creative ways for staff to share ideas and develop confidence to sustain at least good and outstanding teaching. 3. Bespoke consistent and co-ordinated / integrated assessment package. 	<p>MM / KF</p> <p>MM & TLs</p> <p>BC</p>	<p>Tbc</p> <p>Tbc</p> <p>Tbc</p>

	<p>'Working alongside' has been developed to good effect improving teaching and outcomes but needs further embedding across the school.</p> <p>Curriculum leaders with AHT have developed a bespoke assessment package to be rolled out and piloted this year to meet the complex needs of our pupils and will assess progress and generalisation of skills.</p>				
	<p><u>Actions and Evaluations</u></p> <p>1. Autumn 2018</p> <ul style="list-style-type: none"> - Baseline assessment completed in mini schools - 2 days of CPD planned for spring term to launch new initiative. <p>2. Autumn 2018</p> <ul style="list-style-type: none"> - Minischool meetings planned to engage teachers in discussion about what works to support / improve the development of Teaching and Learning - action plan to follow <p>3. Autumn 2018</p> <ul style="list-style-type: none"> - Session to launch and pilot new assessment package planned - will then monitor and evaluate and look at ICT platform. 				
Personal Development, Behaviour and Welfare	<p>Personal Development, Behaviour and Welfare is outstanding because pupils attend school regularly, are encouraged to develop independence and self-regulation through consistent and high quality child centred teaching learning and multi- agency support , collaboration with families. In addition H&S and Safeguarding systems are robust.</p> <p>PDB&W is linked to the curriculum - generally when it is personalised, clear & accessible and motivating, pupils' behaviour is calm, happy & productive. A consistent school wide approach using the 5P framework supports consistency in provision to enable a child to access the curriculum & analysis of behaviour / responses and focuses on adults</p>	<p>1. Develop a range of information and support that recognises the diversity of the school and service population</p> <p>2. Extend and develop UNICEF Rights Respecting programme and work towards achieving RRSa Level 2.</p> <p>3. Further embed, refine and develop systems and framework for supporting and</p>	<p>1. Further improving the range of training and support to our community. Increased engagement and generalisation of strategies and skills from school to home.</p> <p>2. To consolidate and extend current developments and further embed the ethos of rights respecting schools in a real sense for children, parents and staff.</p> <p>3. Children's behaviour is effectively and consistently supported, electronically recorded and analysed.</p>	<p>BC / MM / KR / HF</p> <p>VRL / KMcG</p> <p>SS / KF</p>	<p>Tbc</p> <p>Claudia D</p> <p>Tbc</p>

	<p>actions to de-escalate and support and teach new skills.</p> <p>Calm room use – completely reviewed and changed. One room closed as unsuitable. Calm Room Policy introduced with clearer guidance and robust tracking of usage which is analysed and shared with Governors – Impact of new procedures was a significant decrease in its use overall and when it is used – now the majority of usage is when a child chooses to access the room with no physical intervention used.</p> <p>Ongoing 5P training supports new staff in behaviour management systems used at Hatton – will be ongoing this year. Integris used for recording & analysis not working as effectively as we would like – need to explore better options. 5P workshops of parents to be offered. Some children with Mental Health needs and complex issues need additional short term bridging programme when being in a classroom is not an option.</p> <p>Ongoing excellent working with outside agencies remains a key factor in supporting pupils personal and social development.</p> <p>Two year focus on ‘Communication Across the Day’ in SDIPs and appraisal targets has increased communication opportunities for pupils - seen in observations and informally / learning walks. Will be further embedded this year to maintain and move forward on the improvement.</p> <p>RRSA relaunched Sept 2017 – re-established consolidated and ready to progress to next level.</p> <p>Health and Safety committee established – improved fire evacuation process introduced</p>	<p>managing behaviour across the school</p> <p>4. Develop effective additional provision for children struggling to manage within the classroom setting</p>	<p>4. Short term provision and intervention to bridge the child’s ability to self – regulate and learn from outside the classroom to inside the classroom.</p>	<p>KF</p>	<p>Tbc</p>
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	<p>linked to inventory. Invacuation and lock down procedure developed.</p> <p>New robust First Aid and medication systems embedded with a greater proportion of staff emergency first aid trained plus more 'First Aid at Work' qualified staff and paediatric first aiders.</p> <p>New system for reporting accident and incidents make analysis easier so actions can be taken if necessary. Most recorded accidents are very minor.</p> <p>Greater information for parents about online safety and bullying provided after it was highlighted in parent questionnaire.</p> <p>Parent workshops – increasing take up over past year and very positive feedback.</p> <p>Development of mainstream links to more groups enables more children to benefit from these opportunities to learn new skills in a different environment.</p>				
	<p><u>Actions and Evaluations</u></p> <p>1. Autumn 2018</p> <ul style="list-style-type: none"> - 80 parents / carers (almost 50%) attended maths and literacy workshops Sept 2018 – very positive feedback - Active Stars re – started to support families where children are overweight - Planning 'Emergency first aid' for parents – will consult parents and parents evening – October - Planning 5P for parents this year - PSA making contact with hard to reach parents – to gain views and see what we can offer to meet their needs <p>2. Autumn 2018</p> <ul style="list-style-type: none"> - Established links with other RRSA schools in our Redbridge Education Partnership SPG <p>3. Autumn 2018</p> <ul style="list-style-type: none"> - Continuing to explore online behaviour platforms such as 'Sleuth' 				

	<p>4. Autumn 2018</p> <ul style="list-style-type: none"> - Development and opening of the Pod – break out bridging space for individual / groups - highly robust and visually structured room / low arousal - being piloted and will be monitored. 				
<p>Outcomes for Pupils</p>	<p>Pupil Outcomes are outstanding because the curriculum is personalised to pupils' needs, teaching is high quality and progress is rigorously assessed and monitored</p> <p>Benchmarking & moderation activities with other special schools introduced and confirm that our pupil progress is outstanding.</p> <p>AHT led on assessment – personalised targets & introduction of termly progress meetings with teachers to hold them to account for progress = higher % of children meeting their personalised targets by summer 2018 than in 2017.</p> <p>Performance of different groups of children shows no identifiable gaps - the children's SEND and family circumstances such as housing are their barriers to learning.</p> <p>ASDAN training completed last year and so ready to introduce accredited learning for KS2 pupils for Personal, social and health education and sex and relationships education.</p> <p>Well planned secondary transition plans ensure pupils transition well and reports indicate they all settle well and are ready and equipped for the next stage.</p> <p>Ongoing monitoring of the curriculum and its effectiveness and appropriateness to continue by SMT and Curriculum Leaders.</p>	<ol style="list-style-type: none"> 1. Develop and embed ASDAN programmes of study for UKS2 2. Further Develop multi – sensory curriculum experience opportunities 3. Further embed 'Communication across the day' 4. Further develop the curriculum to suit the needs of all children and taking into account national changes and expectations 	<ol style="list-style-type: none"> 1. Older children's learning in PSHE and SRE is accredited through a portfolio of activities and work. 2. Enhanced learning opportunities for all children. 3. Children's skills and progress in communication are effectively promoted, facilitated and generalised across the school day and beyond the classroom. 4. The refined curriculum is integrated within the Hatton approach to personalised learning. 	<p>SS</p> <p>MM / BC</p> <p>BC / MM</p> <p>BC</p>	<p>tbc</p> <p>tbc</p> <p>tbc</p> <p>tbc</p>

	<p><u>Actions and Evaluations</u></p> <p>1. Autumn 2018 - ASDAN books purchased and will be rolled out this term</p> <p>2. Autumn 2018 -</p> <p>3. Autumn 2018 - All teachers will again have an appraisal target connected to communication across the day</p> <p>4. Autumn 2018 -</p>				
<p>EYFS</p>	<p>EYFS at Hatton is Outstanding because the quality of teaching is almost always outstanding and progress is clearly evidenced through observations, photos, work folders, measured progress towards early learning goals, reports and parental comments.</p> <p>Hatton achieved the full EYFS Quilt award.</p> <p>The environment offers inside and outdoors learning free flow is not appropriate to the children's individual needs so is adapted to keep children safe whilst promoting choice, safety and independence.</p> <p>Baselines indicate more complex needs and lower baselines over time – but the teacher and support staff are rigorous teaching and supporting children to be ready to learn, and then developing their skills and communication.</p>	<p>To develop a specific Early Years strand to Hatton Staff induction for new EYFS staff</p> <p>To evaluate and refine planning procedures are in place, in line with national and local guidance</p>	<p>All staff have an appropriate induction for their role within the wider school and specifically for the EYFS to ensure best outcomes for pupils.</p> <p>Effective long term planning shows how the setting implements the EYFS framework</p>	<p>SS/ MM/ MQ</p> <p>MQ</p>	<p>Tbc</p> <p>Tbc</p>

	<p><u>Actions and Evaluations</u></p>
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