

Cleaswell Hill School - Governor Record of Visit

Present at school meetings:

Lisa Robson

Patrick Ford – Hutchinson

Purpose of visit/focus:

Subject progression throughout the phases.

Whole School Target:Quality of Education

A creative ambitious curriculum which gives all learners the knowledge and skills they need for their next steps.

Key points from the meeting:

The new Education Inspection Framework (EIF) places a great emphasis on the quality of a school's curriculum. Inspectors will make a judgement on the quality of education by evaluating the extent to which:

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their need.

It will focus heavily on curriculum design and subject progression throughout the key stages/phases and curriculum areas will be subject to 'deep dives', testing subject/ phase leader's knowledge of how their subject looks across the school and in each phase.

This is particularly challenging for a school like Cleaswell who cannot follow the typical pathway of progression because of the vast variety of needs and abilities of the students across the school and where students follow a curriculum pathway according to their stage of attainment/development.

I met with Patrick who talked me through the school progression model and the different pathways students can follow as they travel through the school. This clearly shows how students are assessed at each developmental stage starting at Cherry Garden (simplified early learning goals) and moves onto IASEND (which follows the four key stage areas from Pre Key Stage, Key Stage 1, Key Stage 2 and Key Stage 3) or MAPP if it is felt the student is not yet able to access the Pre Key Stage targets (targets from EHCPs then become the main targets). IASEND then progresses onto a qualifications curriculum. The progression model also clearly shows how SCERTS fits into each developmental stage. The pathways students follow can change as the individual progresses.

Subject progression models have been created to show how subjects might look within the school progression model and how knowledge and skills will progress through the school.

During my visit, we looked in detail at the maths progression model and Patrick explained

what maths would look like at each stage (Cherry Garden, IASEND, Qualifications or Engagement). Attached to the model is the subject action plan along with an intent statement, how this is implemented and the impact so far. Subject progression models have so far been produced for Maths, English, PSHE and the Engagement curriculum.

We then went on to a learning walk of maths, Patrick talked confidently about the curriculum design and how the subject progresses. Students are set for maths based on their abilities rather than age. In the Early Years and Engagement classes there was evidence of practical, play, child-led activities or one-to-one activities catered to the individual with lots of regulation techniques being used by staff. As we travelled through the school, there was clear progression throughout the groups demonstrated through a range of supported one to one, group or independent tasks with a mixture of written or practical activities, using a variety of resources to support learning. At the end of their activities, individuals in some classes were engaging in 'PLIM' time to regulate.

Throughout the school there was a lovely, calm atmosphere - all students were engaged and enjoying their learning and could talk confidently about what they were learning if asked.

Next steps:

- By February half term, progression models will be complete for core areas – Maths, English, PSHE and Engagement. This will then roll out to foundation subjects being completed by Easter 2020.
- Mock 'Deep dives' are planned to give subject/phase leaders the experience and confidence to talk through their subject.

Report written by: Lisa Robson– Parent Governor