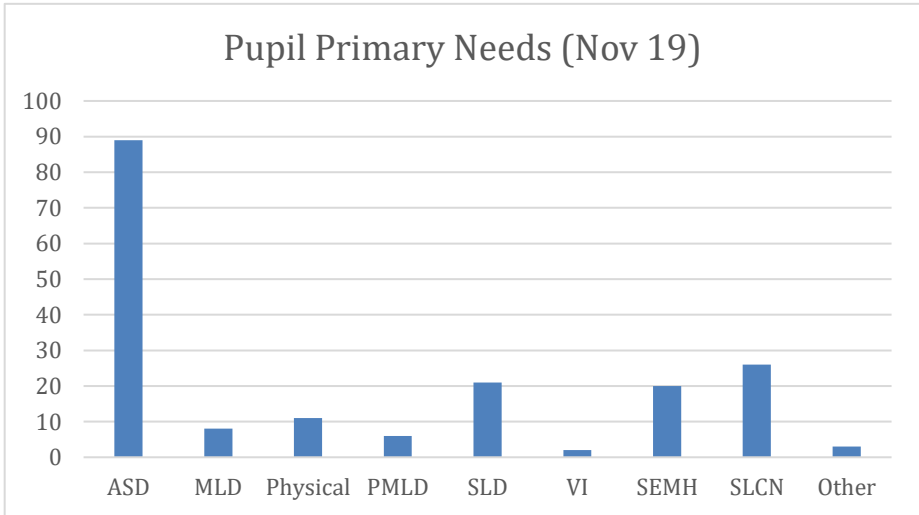




cleaswell
hill school
inspire. discover. empower.

SELF EVALUATION

SCHOOL CONTEXT

<p>PUPILS</p>	<p>The school population has dramatically increased by 100% over the past 10 years from 87 in 2007 to 187 (including sixth form) in January 2020. This population increase has coincided with a shift to pupils with more complex needs joining the school role. The school has responded to this development with an evolving provision where staffing, staff skills, educational practice and school premises are constantly reviewed and improved.</p> <ul style="list-style-type: none"> • 100% of pupils are in receipt of an EHCP. • 40% of pupils receive additional PP funding. • 98% of pupils have pervasive difficulties and as a result diagnosis and subsequent planned interventions require highly specialist approaches. Pervasive difficulties are manifested in pupils' primary need and additional presentations impacting upon one another and culminating in complex and severe SEND. • 23% Girls 77% Boys • 2 LAC pupils • Overview of pupil primary needs <div data-bbox="833 810 1749 1327">  <table border="1"> <caption>Pupil Primary Needs (Nov 19)</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>ASD</td> <td>90</td> </tr> <tr> <td>MLD</td> <td>10</td> </tr> <tr> <td>Physical</td> <td>12</td> </tr> <tr> <td>PMLD</td> <td>8</td> </tr> <tr> <td>SLD</td> <td>22</td> </tr> <tr> <td>VI</td> <td>2</td> </tr> <tr> <td>SEMH</td> <td>20</td> </tr> <tr> <td>SLCN</td> <td>28</td> </tr> <tr> <td>Other</td> <td>5</td> </tr> </tbody> </table> </div>	Category	Count	ASD	90	MLD	10	Physical	12	PMLD	8	SLD	22	VI	2	SEMH	20	SLCN	28	Other	5
Category	Count																				
ASD	90																				
MLD	10																				
Physical	12																				
PMLD	8																				
SLD	22																				
VI	2																				
SEMH	20																				
SLCN	28																				
Other	5																				

CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

STAFFING	<p>The school employs 130 staff (increase of 20 since September 2017) including:</p> <ul style="list-style-type: none">• Teachers 24• Teaching Assistants 81 <p>Executive Leadership Team (ELT):</p> <ul style="list-style-type: none">• Headteacher• Deputy Head• Assistant Head• School Business Leader <p>Senior Leadership Team comprises of:</p> <ul style="list-style-type: none">• ELT• 6 Phase Leaders (TLR)• Head of Learning Support (HLTA) <p>Since September 2017 there has been the following changes to the leadership team:</p> <ul style="list-style-type: none">• New headteacher• New deputy head• Reduction in AH posts from 2 to 1• School Business Manager has become School Business Leader• 4 Phase leaders new to post <p>Therapy Provision</p> <ul style="list-style-type: none">• Jigsaw Therapy (OT) 27 hours• NHS OT - Core service• NHS SaLT consists of 2 therapists (case load 96 pupils) 22.5 hours per week• Additional SaLT (Metis Therapy) 12 hours per week• NHS Physiotherapy• Counsellor 13.5 hours per week
----------	---



CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20



<p>ASSESSMENT, FEEDBACK AND TRACKING</p>	<p>The school is a complex organisation meeting the needs of pupils with significant and complex needs associated with their diagnosis of SEND.</p> <p>The school is committed to ensuring assessment, evaluation and subsequent analysis is fit for purpose leading to SMART target setting in pursuit of all pupils meeting expectations.</p> <p>Due to the diversity of age and ability across school, combined with the complexity of pupils' needs, progress is assessed using a range of assessment systems; Cherry Garden, MAPP, iASEND, SCERTS and accredited course tracking (GCSE, ELC, BTEC's etc.). Assessment data is used to inform planning and inform strategies/interventions for pupils who are not making expected progress.</p>
<p>OUTCOMES</p>	<p><u>Progress data</u></p> <ul style="list-style-type: none"> · The average amount of curriculum progress per pupil is 17.9% (English 20.2%, Maths 18.2%, Science 15.6%, PSD 17.4%) this is measured using iASEND. · 83% of targets were met or exceeded across all subjects and assessment systems (80% English, 86% Maths, 86% Science and 86% PSD). · English had the highest percentage of pupils exceeding their targets, 26%. · Pupil premium pupils (19%) have a greater average of curriculum progress per pupil than non-pupil premium (17%). · 91% of targets were met or exceeded in the Early Years. · 81% of pupils completing Maths, English and Science qualifications met or exceeded their target grade. <p><u>Qualifications</u></p> <p>From July 2018 to July 2019 the following qualifications were achieved:</p> <ul style="list-style-type: none"> · 16 students gained one or more GCSE in maths, English, art and science. · 20 students gained one or more BTEC qualifications at Entry Level 3 to Level 1. · 15 students gained one or more Entry Level Certificate in maths, English or Science from Entry Level 1-3. · 17 students gained one or more Functional Skills qualifications in maths and English at Entry Level 3 to Level



CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20



	<p>2</p> <ul style="list-style-type: none"> · 8 students gained accreditation in ASDAN short courses. · 2 students gained accreditation in ASDAN Towards Independence. · 18 students gained accreditation in the Unit Award Scheme within RE, history and geography <p><u>Destinations</u></p> <p>In July 2019 we had 20 leavers all of whom made a successful transition into further education destinations.</p>
<p>PROVISION (at Cleanswell we interpret the curriculum as provision as the majority of our pupils learn from therapeutic strategies and specialist interventions personalised to assessed need)</p>	<p>Every child has a learner driven curriculum, with a starting point based on their strengths, needs and desired outcomes. It prioritises all aspects of development, with an emphasis on our school vision and core values, incorporating creative and flexible timetabling, diverse themes, events and National Curriculum subjects form a part where appropriate.</p> <p>Our curriculum is made up of 5 elements; Early Years Foundation Stage, Engagement, National Curriculum, Qualification led and a PHSE based extension of the engagement curriculum. The choice of curriculum is dependent on the age, cognitive ability, social communication and emotional regulation needs of a pupil.</p> <p>The attainment, progress and achievement of pupils is continually monitored through formative and summative assessment using 4 relevant systems; Cherry Garden, MAPP, iASEND and Qualification Tracker.</p>



CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

	<ul style="list-style-type: none">• A Forest School, wildlife area with gazebo, fire pit and tree swings, supported by a trained Forest School practitioner• A Drama/Dance studio• An Art studio• A Design and Technology workshop with technology equipment including a 3D printer and ceramics kiln• A multi-use games area (MUGA) with all-weather pitch• An allotment with poly-tunnel• An outdoor wooden adventure playground/trim trail• Two play yards• A sensory garden with interactive play equipment• A Therapy Room with C-Frame swing• Early Years classrooms have their own covered soft floor outdoor play areas• A large field• Two large outdoor sandpits• Designated Outdoor Play and Learning (OPAL) areas• Two minibuses and an accessible people carrier• Full and half-size trampolines for Rebound Therapy• A school library• Overhead tracking throughout school
--	---



CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

Since the last inspection, March 2017

AREA OF FOCUS	IMPACT	EVIDENCE
<p>Develop further the quality of leadership and management by: – continuing to identify accurately the changing and future needs of the school's pupil population.</p> <p>Strengthening the range of expertise in the school to meet the emerging needs of pupils.</p>	<p>Leadership review has led to clearly defined roles and increased responsibility for Phase Leaders. Ensuring that Phase Leaders are able to provide a personalised responsive provision for the pupils within their phase.</p> <p>School leaders are accessing CPD including NPQSL and bespoke support linked to vision, values and change management within the context of sustaining excellence.</p> <p>CPD has enabled newly appointed phase leaders to effectively support school improvement initiatives with knowledge and expertise.</p> <p>Increase in complexity of pupil needs (e.g. non-verbal ASD) has led to extended sensory interventions to support pupil regulation and engagement in learning</p> <p>Significant investment in specialist therapy Jigsaw (OT) 4 days per week, Metis therapy (SaLT) 2 days per week has enabled increased interventions to enable sensory regulation, positive behaviour for and engagement in learning</p> <p>Increased specialised CPD (eg VI qualified teacher, HI teacher (currently being trained), trauma/attachment awareness, Diabetes, SCERTS, moving and handling, physiotherapy, hydrotherapy, rebound therapy, MAPA, Zones of Regulation, RETTs, VOCA, Attention Autism, Intensive Interaction) provide staff with extended skills to work with our increasingly diverse pupil population</p>	<p>All 6 phase leaders produced a phase development plan.</p> <p>Leadership Project – Jeni Ling (January 2019-December 2019)</p> <p>Two phase leaders undertaking NPQSL.</p> <p>OT audit of pupil needs completed Sept 19- identified priorities for OT intervention work. Pupil Support plans for strategies/approaches for supporting pupils.</p> <p>Continued opportunities for staff to access quality CPD to enhance their role as positive, effective transactional support, able to use approaches to help pupils regulate and apply taught strategies to manage their behaviour.</p>

CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

AREA OF FOCUS	IMPACT	EVIDENCE
	Development of premises to increase suitability for changing pupil population.	<p>Buildings – hydro pool in operation from September 2019, drama room completed April 2018. Additional Sensory room built February 2019. Calming room (to be completed April 2020)</p> <p>Grounds – outdoor areas developed for increased outdoor, forest school and OPAL activities. Additional fencing to create smaller self-contained 'zones' on the grounds providing additional outdoor learning opportunities.</p>



Quality of Education

Intent: All pupils are empowered to learn and achieve, experiencing high quality teaching, from reflective practitioners in the optimal conditions which equips them with the knowledge, understanding and skills for continued positive development.

Evaluation.

SIP Report Judgement (October 2019):

*'A 'love of learning' culture is evident throughout the school'. 'Children across all key stages make sustained and substantial progress'. 'Teaching is highly effective across the school because leaders' monitoring and evaluation lead to staff members' full engagement in the incessant search for improvement'.
Ofsted 2017*

We have a strong and unwavering ambition to continually develop an energetic, diverse and creative curriculum that meets the needs of **all** of our learners within the context of the complexity of provision, all key stages and full range of SEND. Creating a learner driven curriculum, with a starting point based on strengths, needs and desired outcomes, prioritises all aspects of development, with an emphasis on our school vision and core values. Pupil voice contributes to ensure our curriculum is focussed on pupil's needs and aspirations. [Phase 2-5 Curriculum Overviews](#).

The schools extensive and diverse grounds are fully incorporated into the curriculum providing diversity in learning environments through Forest school and Outdoor Play and Learning (OPAL). [OPAL](#)

School are undergoing deep dive evaluations of all subjects/areas of learning. Deep dives result in intensive evaluation of key areas of provision leading to identified areas of improvement being included in subject and/or phase action plans and identified as a source of evidence within the Whole School Implementation Plan.

A comprehensive review of data tracking processes led to the introduction of iASEND, which enables the benchmarking of results against a number of SEND schools nationally. We continue to review the validity of iASEND for all cohorts and have implemented supplementary systems (Cherry Garden, MAPP, SCERTS) to ensure continuity and consistency in reporting progress and achievement that informs planning and interventions to secure learning outcomes. Rigorous assessment practices and accurate data analysis ensure individual pupil progress

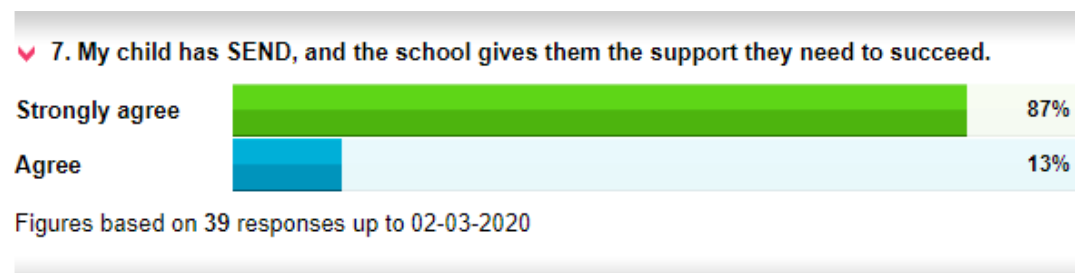
CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

and swift intervention. Our attendance at external comparative judgement meetings reinforces accuracy of teacher decisions.

Mapped progression of concepts, skills and knowledge from National Curriculum subjects to the iSEND assessment system supports teachers in choosing appropriate teaching and learning content creating clearer links and connections to previous and subsequent learning. Progress data informs Class, English and Maths groupings ensuring a flexible, responsive provision that incorporates appropriate levels of support and challenge.

Parent view:



Parent Questionnaire (February 2020, based on 64 responses):

My child makes good progress at school	Strongly agree	Agree	Disagree	Strongly Disagree	Total % in Agreement
	75%	25%	0%	0%	100%

Whole school Target 2019-20: A creative, ambitious curriculum gives ALL learners the knowledge and skills they need for their next steps.

Why QUALITY OF EDUCATION is not the grade below.

Following a comprehensive review, our curriculum now provides challenge at the appropriate level for our increasingly diverse learners. Our

assessment system has been completely updated to enable pupil progress across the school population to be accurately tracked and used to inform future learning.

Behaviour and Attitudes

Intent: For our pupils to grow into positive, responsible and independent citizens who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. We have successfully introduced new behaviour support strategies to reflect the changing needs of our pupil population.

Evaluation.

Sip Report Judgement (October 2019):

Pupils' have an excellent attitude towards learning with high levels of engagement, courtesy, collaboration and cooperation observed in school. (Ofsted March 2017)

'The behaviour of pupils is outstanding within the context of their complex and severe SEND'. (SIP Report July 2019)

Behaviour for learning is exemplary within the context of pupil's complex needs. A positive culture and settled, enabling environments leads to pupils optimising their learning. Behaviour standards are evidenced in a range of documented monitoring reports including, incident, accident, use of physical intervention, health and safety, learning walks and classroom observations. Behaviour support strategies are discussed at SLT, phase meetings and whole staff briefings providing staff with opportunities to discuss antecedents to de-regulated behaviour and analysis/discussion informs best collective practice. Pupil risk assessments and Positive Behaviour Support Plans provide additional behaviour support and management where necessary.

The school's curriculum ensures positive engagement of pupils through exciting differentiated learning opportunities. Our outdoor spaces are now fully incorporated into both learning and unstructured times (traditionally a time where pupils struggled to manage their behaviour) leading to enriched learning experiences and further opportunities to develop positive social skills.

Learners' behaviour is not only managed but modified through our positive approach to behaviour support where consistent, calm adult behaviour promotes strong relationships with learners. Additional behaviour support and effective de-escalation is carried out using staff skilled in utilising positive behaviour support strategies. This is reflected within the [School Behaviour Policy](#) which is underpinned by routines and restorative practice.

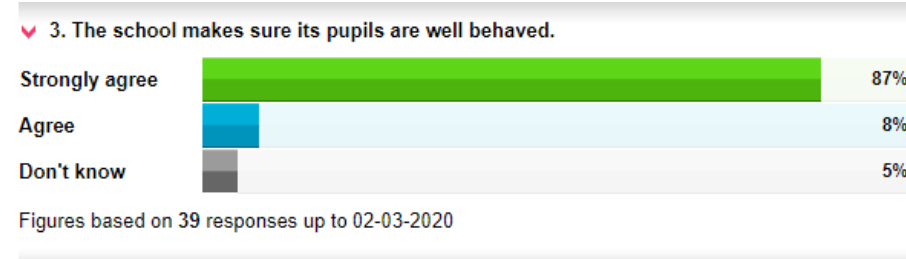
CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

Weekly Behaviour Objective (discussed in assembly) linked to 1 of 6 School Values, provides a positive behaviour focus. Assemblies provide a forum to celebrate pupil achievement enhancing pupil self - confidence and self-esteem.

An identified Mental Health Champion prioritises staff and pupil emotional wellbeing. Healthy MindEd Project pilot School. [Report Summary](#)

Parent view:



Parent Questionnaire (February 2020, based on 64 responses):

The school makes sure the children are well behaved	Strongly agree	Agree	Disagree	Strongly Disagree	Total % in Agreement
	80%	18%	0%	0%	98%
Our response: The reason the total agreement figure is 98% is due to one parent/carer not answering this question.					

Whole school Target 2019-20: Relationships among learners and staff reflect a positive and respectful culture.

Why BEHAVIOUR AND ATTITUDES is not the grade below.

Positive behaviour for learning is a strength for the school. Key to this is providing a personalised curriculum that engages and challenges the learner. Our Engagement Progression Model includes positive behaviour support strategies (SCERTS, Zones of Regulation) alongside increased therapy input (Jigsaw, Metis therapy) to enhance pupil progress.

Personal Development

Intent: The school wish, 'May we live, work and play together in peace and kindness', promotes the school ethos and fundamental moral and cultural values. Opportunities for pupils to maximise personal development are embedded across our diverse curriculum in which pupils are encouraged to develop independence and to make positive choices in support of their well-being.

Evaluation.

Sip Report Judgement (October 2019):

'The schools' work to promote pupils' personal development and welfare is outstanding'. Ofsted 2017.

'Personal development and welfare remain outstanding at Cleaswell Hill School in all aspects of its provision'. SIP Report July 2019

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. We take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us. Considerable emphasis is placed on developing independence and social skills with opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences.

Our enhanced personal development provision is evident in the following areas:

- Personal Learning Intention Maps (PLIMS), linked to EHCP targets;
 - Provide succinct individualised targets that inform future teaching and learning.
 - Enable smoother transitions through school through providing staff in new class/phase detailed links to previous and current pupil targets.
- Pupil personal development progress tracked and monitored using appropriate assessment systems (MAPP, iASEND, Cherry Garden) informing future learning/development targets ensuring that pupils are challenged at the appropriate level in their learning.
- Citizenship and cultural capital are fostered through real world contexts for learning which are differentiated to meet the complex needs of pupils and support pupils' understanding of their place in the world.
- OT audit of pupil needs to support pupil emotional self-regulation resulting in minimal 'lost learning'. [Jigsaw Therapy website](#) Incidents of non-compliance and de-regulated behaviour are well managed to optimise pupils access to learning. [SCERTS](#). [Zones of Regulation Links](#)

CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

- Eating and drinking and physical development programmes are monitored to ensure progression.
- Creative Arts opportunities promote self-esteem and the development of independence and confidence in lessons and planned performances.
- Reading strategies, for egch Reading Spine, ensure pupils access cultural capital through forming a love of books, developing vocabulary and becoming 'word rich'
- Targeted interventions enhance pupils' ability to discuss their feelings, issues and ideas these include; Drawing and Talking, Bliss Counselling, ELSA support

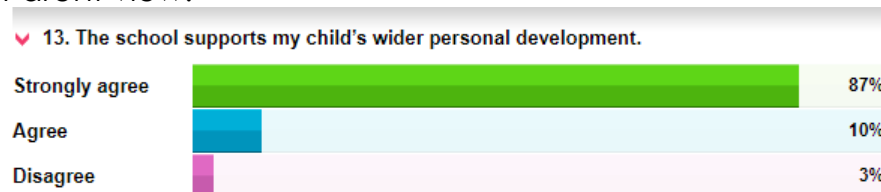
Attendance is high (93.73%) and any pupils at risk of non-attendance are supported appropriately, utilising a staged process involving working with parents/carers to identify and overcome barriers to attendance. Close collaboration with the EWO supports persistent absentees.

Whole school staff LGBT training delivered by The Fed (December 2017, January 2018) challenged views, raised awareness and outlined how these relate to a school and work environment. Work supported by visits from Trinity Youth.

Pupil Premium Strategy written and reviewed with Governors to ensure equity in provision for all learners.

Effective transition programmes are in place to support older pupils as they prepare to leave school. Options for further education and employment are carefully considered and well-focussed discussions take place with students and with parents and carers. Strong links with other providers and agencies in relation to continued learning and employment opportunities are made and built upon. Careers Education, Information Advice and Guidance (CEIAG) Progression Model highlights enabling character traits and transition pathways.

Parent view:



Figures based on 39 responses up to 02-03-2020

CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20

Parent Questionnaire (February 2020, based on 64 responses):

The school makes sure my child is prepared for the future	Strongly agree	Agree	Disagree	Strongly Disagree	Total % in Agreement
	58%	30%	0%	0%	88%
<p>Our response: Again, some of the parents & carers chose not to answer this question, with some stating they were unsure of how we do this as their child is new to the school.</p> <p>All staff are involved in preparing pupils for the future, from supporting them through the transition to another class or, for older pupils, to another setting. All pupils follow a bespoke curriculum to facilitate the development of academic, social and independent living skills. Work related learning takes place across the school. For younger pupils this can include topics on different jobs and role play activities. The transition programme for older pupils can include academic and vocational qualifications, work placements and college visits. We offer a broad range of accredited courses to provide a challenging focus for learning and an opportunity to build self-esteem. These nationally recognised qualifications also provide valuable evidence of achievement.</p>					

Whole school Target 2019-20: Broader learner development is enhanced within and beyond the academic/vocational curriculum.

Why PERSONAL DEVELOPMENT is not the grade below.

Curriculum review has prompted learning to be increasingly tailored to each pupil's individual need maximising academic progress and the development of social skills. This is evident in pupil progress data and parental feedback.

The introduction of PLIMs have reinforced links with EHCP targets and provides increased opportunities for staff to focus upon key areas of pupil personal development



LEADERSHIP AND MANAGEMENT

Intent

There is an explicit vision for Cleaswell Hill underpinned by a strong set of shared values. Our ethos of equality is the basis on which all of our leadership decisions are made. There have been significant changes at senior leadership levels and as a result a significant emphasis has been placed on investing in leadership development.

Evaluation.

Leaders, including Governors are highly ambitious for the school and this is epitomised by their high level of commitment to securing best outcomes for all pupils. A distributed model of leadership ensures all staff talents are utilised and valued, this supports high morale and is evidenced in a 'going the extra mile' attitude.

Leadership and management remain outstanding.

The impact of our work on strengthening leadership and developing consistency has been seen in the following ways:

- Improvement in achievement and progress in the school's results for all learners
- Increase in number of internal applications for leadership positions
- Staff leading significant areas of whole school change (e.g. curriculum change, specialist interventions)
- Significantly high levels of support from community partners and parents (Hydrotherapy pool)
- Phase leaders have been appointed and their deep dive analysis of their phases has led to rapid improvements in pupil outcomes.

We have strength in collective leadership, partners and succession planning and as a result a more rigorous and inclusive staff coaching and development programme has been introduced and led by an external 'expert'. There has been a smarter and more targeted investment in staff (both strategically and financially) with further investment in workforce development planned for 2020.

This includes support for a reduction in workload.

A clearer and focused system of evaluation across school leading to highly targeted School Improvement priorities has ensured that all levels of leadership within the school understand aspirations, take ownership of planned outcomes and are aware of how they can contribute effectively.

Staff strive to exemplify exceptional performance in support of pupils who are at the centre of all decisions on school improvement. Governors have undergone a review of the impact of their work and this has led to further planned support to drive initiatives leading to an increase in staff expertise.



CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20



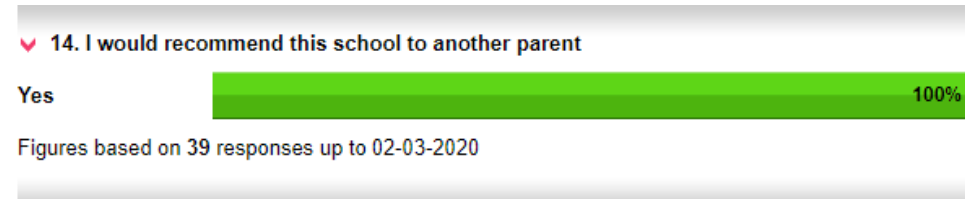
Our skilled, highly trained staff team, work collaboratively towards shared, aspirational vision and targets, and expected high levels of accountability have impacted upon professional enquiry, reflective practice and further drive to improve progress and achievement within agreed values.

Staff across school relentlessly pursue excellence with a track record of success including; NPSL, NQT, QTLS, HLTA enhanced qualifications, which support innovative practice. The leadership team have developed effective systems for monitoring, evaluating and moderating the work of the school. Information is scrutinised and triangulated to identify the right priorities for the future and have the capacity for this as school moves forward. Governor visits provide further challenge and are linked to Whole School Targets, together with a timely Implementation Plan, Phase Development Plans, staff Appraisal targets and the PLP form a robust School Improvement Cycle. [Whole School Targets Implementation Plan](#), [Phase Development Plans](#), [Professional Learning Programme](#), [Governor Monitoring Reports](#), [Head Teacher's Report](#)

All procedures for safeguarding are rigorously monitored and applied uncompromisingly. We have a clear understanding of where to go for support and have developed productive relationships with our partner agencies. We are proactive in attending meetings and fostering positive relationships and this supports the safety and well-being of our highly vulnerable pupils.

Well-being is taken seriously as phase development plans include targets to monitor and develop areas for further reinforcement of pupil and staff well-being.

Parent view:



Parent Questionnaire (February 2020, based on 64 responses):

The school is well led and managed	Strongly agree	Agree	Disagree	Strongly Disagree	Total % in Agreement
	84%	16%	0%	0%	100%

Whole school Target 2019-20: Relationships among learners and staff reflect a positive and respectful culture. Develop

CLEASWELL HILL SCHOOL

SELF EVALUATION SUMMARY March 20



outward facing involvement with partners to influence outcomes for learners.

Why LEADERSHIP AND MANAGEMENT is not the grade below.

Over the past 2 years, the SLT has undertaken a great deal of work to ensure the quality of teaching, learning and assessment is of a consistently high standard across the school and have focused on building capacity across all levels so that this is sustainable in the future.

Actions from our Inspection (2017) have been addressed and further developed and we have been praised for our insightful and accurate evaluation of standards across all areas (SIP)
