

Local Authority Autumn School Improvement Partner Annual Review 2020

Name of School: Cleaswell Hill School

Headteacher: Mike Jackson

Chair of Governors: Tim Crisp

School Improvement Partner: Lynn Watson

Date of meeting: 03/12/20

Part 1	Most recent Ofsted Inspection Judgement (Month/Year)	Current School Self Evaluation	Emerging LA Evaluation
Overall effectiveness	Outstanding	Outstanding	Outstanding
Quality of Education	Outstanding	Outstanding	Outstanding
Behaviour and Attitudes	Outstanding	Outstanding	Outstanding
Personal Development	Outstanding	Outstanding	Outstanding
Leadership and Management	Outstanding	Outstanding	Outstanding
Early Years / Sixth Form	Outstanding	Outstanding	Outstanding

Contextual Information

Type of school	SEND	Current number on roll	187
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% of SEND pupils	100%	% of disadvantaged pupils	44%
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Summary of the school's strengths that impacted on the quality of education 2019-2020

Provide summary statements of a) the key features of the school's evaluation and evidence of the impact of the quality of education to March 2020 and b) the strengths of the school's delivery of learning at school and at home from March to July 2020.

a) To March 2020:

The leadership team, including governors, have worked exceptionally hard to maintain the outstanding quality of education in the school with a clear, ambitious drive for further improvement as evidenced during termly SIP visits.

The last inspection report highlighted the many strengths of the school, including inspirational leadership, strong governance and the outstanding progress of pupils.

The school has continued to grow in strength and its work with pupils, who are some of the most vulnerable in society, is highly effective.

The Head teacher leads with great determination in securing best outcomes for pupil's together with governors and the senior leadership team the focus on improving the lives of children and young people attending Cleaswell Hill school is relentless and there is a clear drive to continue to raise standards.

Governors bring a great deal of experience and a wide range of skills to the school, which they use to great effect.

Governors monitor the school's performance rigorously and systematically and ask challenging questions to promote further development. They are familiar with Teachers' Standards/new HT Standards and use them to support high performance.

Phase leaders have increased the capacity of the school in meeting its high expectations on delivering best practice outcomes and they remain extremely effective in their roles.

Leaders are now working with other local schools to increase opportunities to share outstanding practice beyond Cleaswell and the HT is working as a systems leader across the LA and beyond to build capacity with schools in challenging circumstances.

Allocated responsibilities ensure accountability through performance management is rigorous. Identifying key targets to drive standards further has involved close scrutiny and review of performance leading to a clear focus on priorities for each phase. This work has involved external, objective monitoring and review of performance in key areas.

Leaders' self-evaluation of the school's strengths and aspects that need to improve further is well established and leads to clarity of purpose in identifying priorities for further development. Systems and processes to support the alignment of priorities across the whole school ensures communication between phases, which is supporting swift action in meeting pupils needs.

Staff at all levels are reflective practitioners, want the best for the children and young people at Cleaswell and are very self-aware and focused on improving their performance further, seeking to improve practice wherever possible.

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The school environment is conducive of children and staff giving of their best. School is a happy place and classrooms are lively, exciting places to learn. Expectations of pupils' behaviour and engagement in learning are exemplary considering pupils profiles of severe and complex needs and their starting points on entry to school.

Relationships between pupils and staff are positive, reflected in displays of mutual respect and resultant in pupils working well together in a supportive environment commensurate to their ability and profile of SEND.

Safeguarding is embedded in the culture of the school and when asked key leaders inform this is a priority and they know how to support and refer concerns. Keeping Children Safe in Education CPD takes place annually and/or of there are any statutory changes and policy information is up to date.

Monitoring visits to the school by the SIP, evidence excellent teaching where pupils are encouraged to enquire, engage their curiosity and express themselves freely. Staff understand the SEND presentation of the children and young people and structure outcomes accordingly.

Specialist interventions are well planned and collaborative work with therapists enhance learning opportunities and in many cases ensuring children are accessing learning to the best of their ability.

An observed PE lesson was judged highly effective as pupils were captivated by superheroes/heroines as physical role models and wished to copy movements trying their best to emulate their favourite character. Differentiated learning outcomes were well planned and clearly motivated children to try their best.

A science lesson pedagogy included meta cognitive approaches to supporting children to problem solve. Staff know this is an important transferrable skill and the school is developing its pedagogy further as a result of some outstanding examples of how teachers are supporting pupils ability to 'think' at a deep level leading to the mastery of key skills.

In observed lessons a wide range of appropriate classroom resources and specific specialist lesson resources are effectively prepared, available and distributed, which support best outcomes.

As part of a long-term strategy plan the HT has established an 'intervention group' for pupils assessed as needing additional highly staffed sessions to improve their outcomes commensurate to ability. The specialist teacher who is running this programme is highly skilled at ensuring learning within small group or one to one sessions is 'scaffolded' back to class to ensure children have the opportunity to generalise learning in functional situations.

Teachers plan learning that matches the needs of individual pupils very well and planned outcomes are bespoke and differentiated to the needs and profile of SEND in each class. The impact of these key factors ensures excellent outcomes for the vast majority of pupils in all phases of the school, including those from disadvantaged backgrounds.

A very positive atmosphere pervades all aspects of learning and behaviour within school and children respond positively to the highly structured small steps approach to learning. High expectations of behaviour and positive attitudes to learning pervade the school and as a result pupil are engaged and learning is optimised.

The HT vision includes longer term planning leading to strategic action, which will further support outstanding provision. Part of a 5-year strategic plan includes workforce development:

- a review of TA deployment,
- a skills gap analysis aligned to the changing demographic of pupil's referrals,

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- the assessed pupil profile of needs matched to EHCP and therapy provision.

Curriculum review has been undertaken following intensive self-evaluation and 'progression modelling' (deep dives). Subject specialists and class teachers have included En, communication and reading as key fundamentals in all progression modelling activity and sequential learning is mapped out including assessment tracking procedures for each phase. This level of self-evaluation has resulted in Cleaswell Hills provision being fit for purpose and relevant resulting in a fully inclusive school where high expectations and children reaching their potential is the norm.

The 2019 – 2020 progress data was collated by taking an average of the two terms collected and then multiplying this by three which has allowed a projection to be made on the proportion of targets that would have been met

Target Data analysis informs that 85% of pupils were on track to meet or succeed expectations in English and 88% of pupils were on track meet or succeed expectations in maths.

Attendance data: 49% of pupils attended school part time during Lockdown; 3% full time. Increasing to 52% of pupils accessing school by July 2020.

Ofsted 2017-Recommended further improvement:

1. Continuing to identify accurately the changing and future needs of the school's population-

An in-depth review of provision, included in SEF documentation, has resulted in:

- Changes to the curriculum to best meet pupils needs.
 - Improvement in the school's data tracking system and bespoke approaches to utilising relevant assessment tools, which provide a reliable and valid profile of needs leading to individualised approaches to learning and SMART target setting linked to EHCP.
2. Strengthening the range of expertise within school to meet the emerging needs of the pupils.
 - The development of staff CPD, including researched specialist approaches to meeting children and young people's needs, is an embedded feature of the school's approach and part of performance management review.
 - The HTs vision for a 5-year strategy includes the development of an integrated therapy/education culture, where school-based therapy provision supports the delivery of EHCP.

b) From March 2020:

Cleaswell Hill's response to the unprecedented event of Covid has been and continues to be exceptional in its support of pupils and staff's well-being.

Systems were quickly established to respond to the need to provide remote learning opportunities and communication between colleagues and families have optimised learning/welfare outcomes

Cleaswell Hill school continued to provide on-site education for key worker children and the most vulnerable during the March-July's restricted period.

Risk assessment and subsequent H&S actions were rapidly established and implemented to enable the school to operate as safely as possible. This included on-line

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training for staff on Covid-19 safe practice.

The swift action of the school ensured children, young people and families received high levels of support enabling parents to manage learning/care at home effectively.

Signposting to external agencies in collaboration with school supported safety and excellent relationships with social care have developed as an outcome of the highly collegiate approach. This has resulted in a shared understanding of family needs leading to multi agency defined interventions in support of children and young people.

Classes are grouped into phases, which form 6 bubbles- on average 30 pupils. This enables safe staff deployment and bubbles being able to share break and lunch times in supporting as normalised a school experience as possible, which is conducive to staff and pupil's well-being and learning.

Cleaswell retained its highly dedicated and supportive culture as an excellent provider during 'lockdown' as evidenced in staff and family feedback and anecdotal evidence.

Ofsted carried out an Interim Visit in October and reported positively on the school's response to Covid-19 and its robust approach to attendance as pupils are expected to attend full time as soon as possible.

Cleaswell school has organised rotas to ensure contact with families is consistent and this supports 'building a picture' of a child's needs and signposting concerns to community agencies.

DSLs have supported the most vulnerable children and young people to ensure those at most risk have reliable support within a rigorous system of monitoring and reporting any concerns appropriately.

The school devised a comprehensive 'recovery' support plan to inform teachers of actions in baselining assessment indicating structured interventions to 'boost' pupils progress and achievement to pre Covid levels as soon as possible. This plan details 'pathways' to learning and advice on prioritising skills and knowledge, which underpin understanding.

Teachers followed the school's curriculum assessment policy during autumn19/spring 20 utilising formative and summative assessment information to set challenging targets for pupils.

Teachers use data well to check pupil's understanding, identify misconceptions and therefore plan next steps in learning accurately. Analysis includes scrutiny of any cohort variations in performance leading to rapid and effective interventions and close scrutiny of pupil's work/output.

Data collation is robust and involves 4 systems to meet the wide range of SEND within school. Teachers are now adept at using data tracking systems effectively as the assessment systems are providing up to date information.

On returning to school in September 2020 following the March 2020 National Lockdown pupils were baselined against their spring 2020 PLIM targets to determine if they were working at a pre-Covid level. Collected data informed Cleaswell Hill that 68% of pupils had maintained their pre-Covid level of learning, 5% had surpassed this level and 27% had regressed over the national lockdown period of time. This cohort were identified for the 'booster' interventions strategy and additional close monitoring is in place to ensure pupils are reaching or exceeding post Covid results as quickly as possible. Pupil Premium funding is utilised effectively to support

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additional 1:1 input.

The average amount of curriculum progress per pupil during 2019-20 is:

Cherry Garden - all areas 1.2 stages per team (Pupil Premium 1.2 and Non-Pupil Premium 1.2), maths 1 stage per team, English 1.3 stages per team and PHSEE1.5 stages per term.

MAPP – All areas 14 gains (Pupil Premium 12 and Non-Pupil Premium 15), communication and interaction 9 gains, cognition and learning 21 gains, sensory and physical 12 gains and social emotional mental health 11 gains.

Pre-Key Stage 1 Curriculum – all areas 22% (Pupil Premium 24% and Non-Pupil Premium 20%), maths 25%, English 23%, Science 10% and PHSEE 31%.

Key Stage 1 Curriculum – all areas 18% (Pupil Premium 18% and Non-Pupil Premium 17%), maths 21%, English 11%, science 26% and PHSEE 13%.

Key Stage 2 Curriculum – all areas 20% (Pupil Premium 18% and Non-Pupil Premium 21%), maths 13%, English 24%, science 15% and PHSEE 30%

Entry Level - all areas 28% (Pupil Premium 25% and Non-Pupil Premium 28%), maths 28% and English 28%.

Functional Skills Entry Level – all areas 12.5% (Pupil Premium 12% and Non-Pupil Premium 13%), maths 11% and English 14%.

Functional Skills Level 1 and 2 – all areas 13.5 %), maths 6% and English 21%.

GCSE – all areas 11.5% (Pupil Premium 11.5% and Non-Pupil Premium 11.5%), maths 12% and English 11%.

90% of pupils who accessed qualifications achieved expectations and 10% exceeded expectations. Overall, 106 qualifications were achieved in July 2020. This is indicative of the levels of highly focussed remote school support pupils received during the Covid restricted period.

A governor safeguarding monitoring 'visit' was carried out in September 2020 and the DHT the schools lead DSL 'met' with the LA Safeguarding Team Manager to further identify areas for development including staff CPD. This monitoring and the Ofsted Interim visit resulted in documented evidence that the schools safeguarding and Child Protection procedures are effective.

Data systems remain strong and baseline information collated in September demonstrates that 24% of pupils have regressed in learning due to the disruption to their education as a result of Covid. However, a greater number of Pupil Premium pupils remained at their pre Covid levels of progress and achievement. This is attributed to the efforts made by staff to ensure this disadvantaged cohort received high levels of support.

As a Professional Learning Community, the school has continued to seek ways of developing staff's expertise throughout the restricted period. This has led to staff and leaders prioritising CPD and utilising on-line courses/webinars/pod casts/research and reading. As a result, statutory training is up to date and staff report they have accessed a variety of training to meet performance management expectations.

Staff performance management procedures are completed in line with guidelines and targets readjusted where appropriate taking account of the impact of Covid.

The interventions programme has continued to operate since March 20 and as a result of some regression in pupils progress and achievement the HT has reinforced the need for highly focussed learning opportunities to 'boost' pupil's basic skills. Interventions remain time managed, evaluated to ensure progress and learning is scaffolded back into the classroom to ensure pupils can generalise skills and knowledge in order to fully understand what they have learned.

Transitions back to school for pupils who had long periods of absence due to Covid were well planned and managed. The phased re-opening of school fully in June included close collaboration with families to alleviate stress and waylay fears and anxieties. This resulted in pupils re attending school ready to learn.

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School is well placed to provide remote on-line learning or paper-based activities for pupils if there is a need and continued on-going assessment will inform which children require 'boosted' learning opportunities as a result of any Covid related absence from school.

Cleaswell Hill work in collaboration with 'Active Northumberland' to provide a summer holiday programme and 23 children attended. Feedback was extremely positive as children learnt new skills and families could have much needed respite. The school has plans to extend their programmes of support for this type of holiday activity in the future utilising its very strong community links to further enhance school provision.

The school has continued to work in partnership with the SIP throughout the restrictive period and as a result plans for the 5-year strategy and vision for enhancing provision further are in draft. Governors and key leaders are working in partnership with the SIP and HT to establish priorities in line with a 'world class offer' for pupils attending Cleaswell Hill school.

Immediate priorities for the whole school 20/21 (including comment on the Ofsted enquiry areas listed below)

- The barriers the school is still facing in managing the return to full education for pupils
- How leaders are ensuring pupils resume learning of the school's curriculum including plans for use of catch-up funding
- How pupils are settling back into expected routines and behaviours
- How any specific health and well-being needs are being met
- Safeguarding

- Due to the complexity and severity of Cleaswell Hill's very vulnerable population of children and young people attendance and support to ensure pupils engage at a level commensurate to their ability remains a challenge, however the school is working highly proactively in support of these areas of concern. The Recovery Plan and detailed information on how staff can provide learning remotely is comprehensive. The response from staff is supportive, however, variations in staff attendance due to isolation or positive COVID-19 tests adds to this challenge.
- The 92.71% of pupils attending Cleaswell School have settled well on return to school in September. This is compared to 94.16% for the same time last year. Learning has been a strong focus throughout periods of disruption to provision due to staff and pupils needing to isolate.
- Staff understand the priority is to ensure pupil, health, wellbeing and safety and risk assessment information addresses how school can mitigate risk by working proactively as a whole school in identifying and supporting any potential concerns. The school is highly responsive to need and has capacity to ensure children and young people achieve of their best throughout this unprecedented time.
- The focus on H&S has had an unplanned impact on the school's finances. The HT, Chair of Gov and School Business Lead are working in partnership and highly collaboratively to manage the budget whilst not losing sight of the need to continue the improvement agenda. Charitable contributions have decreased as a result of Covid however, the school is in a strong position to continue building relationships with a wide range of community partners.

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- Baseline assessment has included high level consideration for the most vulnerable/disadvantaged pupils and targeted support, including 1:1 and small group work is enabling children and young people to access the curriculum commensurate to ability. This approach is supporting mental health and well-being concerns.
- Safeguarding remains a priority in school and monitoring has continued throughout the restricted period. 62 pupils were registered with social care in September 2020. 53 of these with the Disabled Children's Team. 2 children went onto Child Protection Plans between March- August. There are 4 LAC at Cleaswell Hill and systems to support best outcomes include additional monitoring of progress and well-being and review and updates to Personal Care Plans, which are well established and the responsibility of a senior leader. Safeguarding and all Child Protection activity during the restrictive period remains exemplary, all aspects of concern are followed up rigorously and LA agencies are partners in supporting best outcomes.

School commentary on the take-up of the school's offer for Key Worker and Vulnerable pupils (including SEND pupils) prior to June 1st/15th

As a SEND school Cleaswell has remained open for those children and families in need. The school quickly established an effective communication strategy to find out which families required additional support and/or access to school. This involved LA community services.

52% of pupils were attending school by July 2020. Of these 3% of pupils attended 100% of the time, 49% of pupils attended part time.

Some pupils had weekly face to face with staff when staff delivered work packs or during zoom 'get together' meetings. All families had a least one phone call per week.

School commentary on the take-up of the school's offer for Key Worker, Vulnerable (including SEND pupils) and pupils in priority year groups from June 1st/15th

- See above information

School commentary on the take-up of the school's home learning package/programme/opportunities for pupils and details how it can be restarted if required

- The school is in a strong position to continue to support pupils remotely.
- 100% of pupils accessed remote learning activities through the initial lockdown
- The Recovery Plan details comprehensive information on how staff can support pupils who are at home due to Covid if needed

Has the Headteacher/Governing body ensured that:

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Single Central Register is compliant (including barred list checks column)	YES
All Governors have read 'Keeping Children Safe in Education' (September 2020)	YES
All staff (including volunteers) have read at least Part 1 of ' Keeping Children Safe in Education ' (September 2020)	YES
Website is compliant with the most recent statutory guidance? (Maintained schools guidance here , Academies/free schools guidance here)	YES
Parent view feedback has been reviewed	YES
Ofsted 'requested' documents are in place? (for visits from January 2021)	YES

Part 2: Analysis and evaluation of the impact of the curriculum on the Quality of Education:

There is no external expectation for schools to provide data for the 2019/2020 academic year. **SIPs will enquire if, and how, the school wishes to proceed with the data elements.** Therefore any inclusion of the sections in pink in this part of the report will need to be agreed with the Headteacher.

Early Years analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p><i>(Including the school's approach to early reading and how it is prioritised)</i> <i>The schools year groups are organised into phases.</i></p> <ul style="list-style-type: none"> This area of school is known as phase 1 and includes reception and year 1 pupils. The starting points of EYFS children beginning school at Cleaswell Hill is prohibitive of any pupils decoding text/reading. 100% of the children do not 	<p><i>(Including the school's provision in school and for home learning)</i></p> <ul style="list-style-type: none"> 100 % of children accessed remote learning opportunities during the restricted period. 33% of children attended school part time and accessed a highly supportive and structured approach where personal skills and development were prioritised.

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<p>yet share the focus of attention, have an ability to attend and/or process information at a level necessary to access reading. However early phonological/literacy strategies are deployed effectively to provide the basic necessary, prerequisites to reading/learning. Children are encouraged to engage in literacy activity, story, photographs and PECS symbols books are an established communication aid in classes. Over 90% of the children are non-verbal and require a visual approach to learning.</p> <ul style="list-style-type: none"> • The Cherry Garden curriculum is effective in structuring an incremental approach to learning linked to assessment tracking tools • Pre KS 1- most progress is achieved in PHSEE and there is little significant variation in ma and En between PPG and others. 	<ul style="list-style-type: none"> • PLIM targets were sent home and individual support was offered to parents with ideas of learning tasks to make PLIM's achievable. • Home learning in any formalised way is not appropriate for this cohort however, families are included in setting targets and communication between home and school is supportive of parents working consistently with school to establish pre requisites to learning i.e. eye contact, listening, sitting/attending. • Parents were supported through daily Tapestry observations including key areas of learning; Personal Development, Communication and Language and Physical Development. • Parents had access to Cherry Garden assessment links on Tapestry, on line dialogue, in order to comment on progress made during lockdown.
<p>School tracking of number/percentage of pupils previously expected to achieve a GLD at the end of the year</p> <ul style="list-style-type: none"> • NA 	<p>School estimation and comment on the actual number/percentage of pupils ready to begin the KS1 curriculum with a GLD</p> <ul style="list-style-type: none"> • NA
<p>School commentary on any additional key priorities specifically for early years 2020/21:</p> <ul style="list-style-type: none"> • Prioritise social skill development and independence in personal care for those pupils who have the level of cognition to understand cause and effect. • Identify key priorities based on EHCP, family priorities and school-based principles for supporting pupils' access to learning. • Deployment of and CPD for TAs is an important element of meeting pupils needs effectively. • Update phase 1 SEF and prioritise development subsequently. • Supporting the writing of SMART targets including CPD for staff. 	

KS1 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
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(Including the school's approach to reading and how it is prioritised)

The schools year groups are organised into phases.

- Baseline assessment is used effectively to establish levels of ability and assign routes for learning, including Cherry Garden and iASEND curriculum pathways. Specialist interventions ensure children's access to the curriculum is optimised and this includes literacy. Staff instil a love of story and children are encouraged to extend their vocabulary using story, rhyme, PECs communications systems and visual time lines.
- KS1- most progress has been achieved in Sci and there is no significant variation in PPG and others in ma and PHSEE. However, PPG pupils have made less progress in ma.

(Including the school's provision in school and for home learning)

- 100% of children accessed home learning during the restricted period.
- 10% of pupils attended school full time, 60% part time, accessing a highly structured small steps approach to learning.
- Home learning in any formalised way is not appropriate for this cohort however, families are included in setting targets and communication between home and school is supportive of parents working consistently with school to establish pre requisites to learning i.e. eye contact, listening, sitting/attending.
- Parents were supported through daily Tapestry, on-line, observations including key areas of learning; Personal Development, Communication and Language and Physical Development.
- Parents had access to Cherry Garden assessment links on Tapestry in order to comment on progress made during lockdown.

School tracking of the number/percentage of pupils previously expected to achieve the pass mark in the phonic screening check

- NA

School estimation of the actual number/percentage of pupils working at the expected standard in phonics at the beginning of Year 2

- NA

School tracking of number/percentage of pupils previously expected to be working at the expected standard/greater depth at the end of the year

- NA

School estimation and comment on the actual number/percentage of pupils ready to begin the KS2 curriculum

- NA

School commentary on any additional key priorities specifically for KS1 2020/21:

- (As above - see additional key points for EYFS)

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KS2 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p><i>(Including the school's approach to reading and how it is prioritised)</i> <i>The schools year groups are organised into phases.</i></p> <ul style="list-style-type: none"> ● Baseline assessment indicates which pupils are able to access text/read . As a result, interventions are planned on a personal level to optimise pupil's ability to decode text, comprehend meaning in text, apply phonological awareness skills in accessing literacy work. ● Most progress is made in PHSEE using iASEND data tracking. PPG pupils have made less progress in PHSEE than others. ● The 2019/2020 Target Data analysis informs that 81% of pupils were projected to meet or succeed expectations in English and 79% of pupils projected to meet or succeed expectations in maths. 	<p><i>(Including the school's provision in school and for home learning + commentary on any transition to secondary or middle school)</i></p> <ul style="list-style-type: none"> ● Transition NA. ● Families access home learning on an individualised basis according to need and the approach from school includes specialist advice and support to help engage children in learning and develop independence. Families are partners in setting long term targets for children through the EHCP process. They are encouraged to work consistently with school on establishing and developing positive attitudes to learning and independence. ● Weekly contact with families was maintained and 100% of children engaged in remote learning activities delivered through work packs and tapestry. ● Vulnerable pupils and children of key workers attended full time in small bubbles ● The cohort of students with the most severe and complex needs, who were struggling at home, attended part time. Phase 3 – 77% of pupils were attending by July 2020
<p>School tracking of number/percentage of pupils expected to be working at the expected standard/greater depth at the end of the year</p> <ul style="list-style-type: none"> ● NA 	<p>School estimation and comment on the actual number/percentage of pupils ready to begin the KS3 curriculum/ready to move to Year 5 in First Schools</p> <ul style="list-style-type: none"> ● NA
<p>School commentary on any additional key priorities specifically for KS2 2020/21:</p> <ul style="list-style-type: none"> ● Re-establishing evaluative need for Phase 2 aligning targets to prioritised areas for further development. ● Supporting the writing of SMART targets including CPD for staff. ● Ensuring therapy-based targets are subsumed into PLIMS appropriately. ● Further develop the quality of evidence collected against high quality SMART PLIM targets. 	

- Support staff in delivering expert transactional support to pupils through high quality CPD.
- Improve the environment and the levels of support pupils receive during break and lunch times in order to prioritise social skill development.
- Support staff in promoting literacy skills throughout all aspects of the curriculum.
- Improve the quality of remote learning opportunities offered to pupils using the Tapestry platform.
- Upskilling of staff in specialised interventions such as SCERTS, OT, PECS
- Staff therapy team to work alongside OT to deliver interventions within Phases.
- Improvement of environments and resources to better suit needs of pupils with complex learning difficulties.
- Implementation of a new whole school engagement route for pupils with complex learning needs.
- Ensuring consistent tracking and assessment for engagement classes throughout school.

KS3 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p><i>(Including the school's approach to reading and how it is prioritised)</i> <i>The schools year groups are organised into phases.</i></p> <ul style="list-style-type: none"> ● Pupils are grouped according to assessed need using the iASEND data tracking tool. Analysis informs curriculum pathways and targeted support for reading is in place to ensure this area of learning is optimised. ● There is a cohort of pupils for which reading/decoding text and understanding meaning is inappropriate due to the complexity of their needs. This group access bespoke, personalised specialist approaches to learning and data collation and analysis leads to SMART target setting. 	<p><i>(Including the school's provision in school and for home learning + commentary on any transition to high school)</i></p> <ul style="list-style-type: none"> ● Transition NA ● Home learning is bespoke to pupils needs and school policy. Families are partners in target setting linked to EHCP and they are encouraged to support school by engaging their children in home learning activities to develop independence/social skills. ● Weekly contact with families was maintained and 100% of children engaged in remote learning activities delivered through work packs and tapestry. ● Vulnerable pupils and children of key workers attended full time in small

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	<p>bubbles</p> <ul style="list-style-type: none"> ● Some students who were struggling at home attended part time. Phase 3 – 77% of pupils were attending by July 2020 ● At least two-weekly contact with families for all children and weekly contact for pupil premium pupils, LAC and children known to social services. ● The most vulnerable cohort of pupils with severe and complex needs(challenging ASD) who were struggling at home, attended part time. Phase 4 – 6 of 33 (18%) pupils were attending by July 2020
<p>Does the school’s monitoring demonstrate strong progress for groups of pupils with similar starting points in each year group and across a range of subjects?</p> <ul style="list-style-type: none"> ● Data tracking systems are well established and evidence reliable. Analysis reveals pupils make excellent progress from their starting points. ● Evidence is triangulated to ensure a wide range of information related to progress and achievement correlates. ● Comparative data is not a reliable approach due to the individual pupil profiles/SEND. 	<p>How well prepared are pupils for the next stage in their education?</p> <ul style="list-style-type: none"> ● Pupils are effectively prepared for the next stage of their education as staff teach across the cohorts of KS and there are planned transition sessions timetables each summer term
<p>School commentary on any additional key priorities specifically for KS3 2020/2021:</p> <ul style="list-style-type: none"> ● Review phase action plan leading to a re prioritisation of actions. ● Further develop the quality of evidence collected against high quality SMART PLIM targets. ● Support staff in delivering expert transactional support to pupils through high quality CPD. ● Improve the environment and the support pupils receive during break and lunch times to improve social skills. ● Improve the quality of remote learning opportunities offered to pupils using the Tapestry platform. ● Upskilling of staff in specialised interventions such as SCERTS, OT, PECS ● Staff therapy team to work alongside OT to deliver interventions within Phase. ● Improvement of environments and resources to better suit needs of pupils with complex learning difficulties and those with SEMH and difficulties in behaviour ● for learning. ● Implementation of a new whole school engagement route for pupils with complex learning needs. 	

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- Ensuring consistent tracking and assessment for engagement classes throughout school.
- Further focus on the development of key literacy and numeracy skills across the curriculum for the 'extended' group of learners.
- Develop enrichment opportunities within the curriculum to excite, engage, motivate and extend learners.
- Create class streams within the phases to group learners by curriculum needs and flow from phase 2 to phase 5 and beyond.

KS4 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p><i>(Including the school's approach to reading and how it is prioritised)</i> <i>The schools year groups are organised into phases</i></p> <ul style="list-style-type: none"> ● Pupils are grouped according to assessed need using the most appropriate tracking tool, this includes IASEND (majority of phase 5 students), qualification trackers (those working towards GCSE's etc.), MAPP (students on an engagement curriculum). ● Analysis informs curriculum pathways and targeted support for reading is in place to ensure this area of learning is optimised. ● There is a cohort of pupils for which reading/decoding text and understanding meaning is inappropriate due to the complexity of their needs. This group access bespoke, personalised specialist approaches to learning and data collation and analysis leads to SMART target setting. ● All phase 5 students entered for Entry level maths, English and science achieved their targets, 67% of those students surpassed their target in maths. ● Across all curricular students made most progress in PSHEE. There is little variation in average progress for maths and English. 	<p><i>(Including the school's provision in school and for home learning + how transition and the options process has been managed)</i></p> <ul style="list-style-type: none"> ● Transition to KS5 is well managed as the system involves regular visits to the post 16 unit to meet staff and understand changes in routine. Structured support for careers and qualifications ensures pupils are on the 'right' track in developing the necessary skills and knowledge needed to access post 16 provision. ● Home learning opportunities are tailored to individual needs and school policy. ● Strong focus on creating a personalised learning intention map (PLIM) for every student, impact of these will be tailored curriculum and targets which are SMART. The PLIM can be used for both planning and assessment, and is used across the curriculum and to inform interventions.
Does the school's monitoring demonstrate strong progress for groups of pupils	How well prepared are pupils for the next stage in their education?

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with similar starting points in each year group and across a range of subjects?

- Data tracking systems are well established and evidence reliable. Analysis reveals pupils make excellent progress from their starting points.
- Evidence is triangulated to ensure a wide range of information related to progress and achievement correlates.
- Comparative data is not a reliable approach due to the individual pupil profiles/SEND.

- There is a determined effort in school to maximise pupil's independence. This is aligned with curriculum development as pupils are encouraged to problem solve, engage in 'deep thinking' in order to master skills and apply these in functional situations. Options and career-based education includes staff using the Gatsby benchmarks for good career guidance.

School commentary on any additional key priorities specifically for KS4 in 2020/2021

- Developed planning for curriculum and intervention scheme to ensure any gaps in learning/ missed opportunities are covered.
- Strong home learning platform to be created for students to access work from home.
- Develop and support evolving Behaviour Policy, Frequent 'temp checks 'information leads to changes to approaches in support of relationships between staff and pupils.
- Deliver training to parents re: pathway progression in the future
- Create and maintain relationships with partners to develop the topic-based learning curriculum, eg. Functional skills maths and English.
- Revisit accreditation outcomes and advocate for students to ensure the relevance, success and development of assessment trackers across the phase.
- Pupil council meetings set regularly in the diary. Clear planned link to 'cultural capital' development of British Values, EHCP outcomes /SMSC

KS5 analysis and evaluation of the impact of the curriculum on the Quality of Education

September 2019 - March 2020	March 2020 - July 2020
<p><i>The school year groups are organised into phases.</i></p> <ul style="list-style-type: none"> • Transition support has been at the forefront of many activities including a new checklist for transition that staff complete. Careers fairs, independent IAG, FE provision visits and taster days were all organised to support move to 	<p><i>(Including the school's provision in school and for home learning + how transition and the options process has been managed)</i></p> <p>Phase 6 have engaged in innovative approaches to support student's transition to the next phase of their education/training. This has included</p>

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<p>onward destinations. Transitions coordinator in place to support in this. Virtual meeting set up to connect pupils with relevant mentors in destinations.</p> <ul style="list-style-type: none"> ● Students have a clear pathway, which flows from phase 5 and a highly personalised and adaptive curriculum to support this. ● Assessment is carried out and monitored through qualification and accreditation trackers, MAPP and the new PSHEE Tracker. ● All leavers left with a relevant English and maths qualification, and all achieved or surpassed their targets. ● Little progress was made for pupils on engagement pathway. This has been reviewed and a new framework for learning is in place to support smaller and more relevant steps of development. ● Further information is available in the Post 16 SEF Summary document. 	<p>access to remote video footage of work-based learning in the absence of work experience opportunities, and virtual careers fairs and tours of college provision.</p> <ul style="list-style-type: none"> ● Home learning was carried out using a number of different means including online revision groups for pupils completing qualifications, and paper based work hand delivered to account for accessibility. ● Regular communication with parent/carers provided a platform for discussions around future pathways and SEMH needs for specific pupils. This then fed into intervention and support opportunities in the future including further adaptation of the curriculum and CPD opportunities for staff.
<p>Does the school's monitoring demonstrate strong progress for groups of pupils with similar starting points in each year group and across a range of subjects?</p> <ul style="list-style-type: none"> ● This is not an appropriate approach due to the severe and complex needs of students. Comparable data is unreliable and this phase utilises individuals progress from a starting point to judge levels of progress and achievement. ● Students are set challenging SMART targets- long and short term and these are analysed in terms of meeting or exceeding expectations. 	<p>How well prepared are pupils for progression to the next stage in their education / employment?</p> <ul style="list-style-type: none"> ● The work undertaken in preparing students for the next stage of their education/training is exceptional. There are no NEETS as school is dedicated to working alongside a wide range of providers to ensure all students engage in activities beyond school. ● Work based learning includes supporting students to maximise their independence
<p>School commentary on any additional key priorities specifically for KS5 2020/2021:</p> <ul style="list-style-type: none"> ● A review of priorities set pre Covid has been carried out using EEF guidance. Key priorities have been set according to evaluative need, which are demonstrated in the Post 16 SEF. ● Key focus on mental health and wellbeing, enabling environments, metacognitive approaches and quality of education for ALL students. ● Upskilling staff and delegated leadership will form the basis of a strong delivery around these priorities. (See Post 16 SEF Summary) 	

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Part 3: Leadership

How do school leaders monitor the impact of the curriculum on the quality of education? Can all leaders articulate how monitoring leads to further development?

School commentary and evidence of the quality of monitoring September 2019 to March 2020	School commentary on the strategies developed to monitor the impact of the learning provided in school and the support provided for home learning
<ul style="list-style-type: none">• There is an established systematic approach to monitoring standards within school linked to Ofsted criteria and the school's own standards and expectations. This includes key staff and governors.• Stakeholder information and pupil voice are highly important to the school and information influences priorities for development.• Staff are well aware that the process of evaluation and analysis of data leads to improvement. Each phase has an action plan linked to evaluation of need, whole school targets and pupil/parent voice.	<ul style="list-style-type: none">• School policy on home learning is linked to pupils' profile of SEND as those pupils with severe and complex needs cannot access formalised learning.• The triangulation of evidence from monitoring includes work scrutiny, learning walks, curriculum reviews, data analysis, quality of teaching, learning and assessment-impact includes performance management targets linked to key improvements, reviews of staffing expertise and a gap analysis of key CPD needs, informing budget and training plans, SMART target setting to ensure a clear understanding of what success looks like and a re-prioritisation of key improvement activities.

Do reports to Governors ensure they are well informed about the quality of education in each year group, key stage and in a range of subjects?

<p><i>(Include a summary of how Governors have been involved, informed and monitored the school's actions and impact (pre and during Covid) including their involvement in the risk assessment process)</i></p> <ul style="list-style-type: none">• The school is arranged into phases and governors are fully versed on the progress and achievement of pupils by phases, cohorts including LAC and those in receipt of PPG funding. Data is shared and governors are regularly updated on cohort progress and achievement within the context of barriers to learning and the strategies school is deploying in support of best outcomes.• Governors are frequent visitors to school and their expertise is well deployed in supporting and challenging school performance. Governors are highly skilled and include an Ofsted inspector, ex HT, school leaders from community schools, safeguarding leads within the LA, an ex-school business manager and business/voluntary sector personnel. Their combined and distributed approach to leadership is effective and their vision for the school is aligned with the HTs as
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they work closely in partnership.

- Governors are aware of the need for a comprehensive risk assessment and the responsibilities this entails. They have been fully involved and supportive of the school's approach.
- The HTs report to governors includes relevant and reliable information on all school standards. Governors are invited to visit school to follow up any evidence reported to the Board and recent visits have included performance reviews and safeguarding.
- The Chair of governor's support during Covid restrictions has been exemplary in ensuring school remains open to offer high quality education for its vulnerable population of pupils. The HT and Chair work well in partnership and both share the same values in terms of ethical, moral leader.

Does the school self-evaluation include the impact of the curriculum on the quality of education and reflect an accurate self-assessment? Are the priorities for curriculum development identified?

- Self-evaluation is robust and comprehensive. It is a well-established process in school, embedded in leaders thinking and actions.
- Self- assessment has remained a priority throughout the restrictions imposed by Covid-19. The impact of curriculum change and documented evidence of this approach being effective has led to further improvements.
- The school has maintained excellent standards and feedback from stakeholders is positive in terms of its approach to ensuring high quality of education.
- There are clear links between robust and accurate self-assessment and priorities for improvement.
- The SIP, Governors and school leaders have been involved in up to date evaluation of key aspects of school provision including specialist approaches to learning, therapy provision, phase developments, teaching, learning and assessment and performance management. Key priorities are identified and phase leaders are reviewing and updating their SEFs and actions plans currently.

How has the school's development plan been adapted to reflect the impact of COVID-19 and has the school set precise, measurable and timescale driven targets?

- This is on-going and part of an evaluation of provision and 5-year strategy involving staff, leaders, governors and stakeholders including the SIP.
- Phase leaders action plans and whole school development plans are being reviewed in light of recent self-evaluation.

How have leaders ensured reasonable endeavours have been made for pupils with EHCPs since March 2020?

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(Please provide detail on how the school has considered the provision within individual EHCPs. What processes were in place to assess the risks of the provision not being delivered? If it was not practical and possible to deliver the provision as laid out in the EHCP, what mitigating factors were implemented to address this?)

- 100% of pupils have EHCP and the Code of Practice statutory duties and recent DfE advice has been followed for Annual Review arrangements.
- Cleaswell Hill has been able to meet expectations within EHCP and those targets which are unobtainable due to restrictions have been evaluated and readjusted in partnership with the LA and parents.
- The level of dedication and support to ensure pupils achieve of their best during this unprecedented time is exemplary. Staff have checked pre Covid targets against new starting points this term, which has helped identify areas of learning that need to be prioritised.

How are leaders monitoring and managing staff workload? This should also include how the well-being of staff is managed and supported

- Staff well-being is carefully monitored and the school has adjusted timetable, routines of the day, planning and assessment processes in support of work load.
- One to one follow up and de brief sessions are available to staff in support of the management of Covid related concerns.
- The Chair of Governors is highly supportive of the HTs well-being and together they share key information in order to evaluate and make necessary adjustments to provision.
- The HT has been a systems leader within the LA and beyond in supporting other schools in the management of Covid. As such he has been supported in decision making processes at this unprecedented time.

Additional information provided by the school demonstrating the demands on leadership and management e.g health and safety adaptations, recruitment, premises and financial matters

- Governors are well aware of the potential financial implications of providing additional resources during the pandemic. They are monitoring this situation closely to ensure minimal impact on the quality of provision.
- Health and safety adaptations are in place following DfE guidance and changes to the routine of the day are well established including 'bubbles' accessing lunch and break activities in zones.
- An example of how leaders have responded to potential risks are the clear markers of what constitutes 2-meter distance displayed prominently around school, on line advice to staff and up to date information on the isolation of staff and pupils and the impact on school day to day management. Staff report feeling very well supported by school leaders in the management of health and safety.

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- Leaders monitor day to day activity to ensure compliance to safety rules and email alerts are sent to staff if potential risks have been observed.
- The risk assessment is regularly updated to reflect changing guidance and following a reported a live Covid case.

A summary of any positive changes to the management and organisation of the school developed in response to COVID and to be retained indefinitely

- On line support from community services has been rapid and effective for the most vulnerable children and young people at Cleaswell.
- Consideration to continuing some on line CPD activity.
- Consideration of long- term plans to manage lunch and break times to minimise the risk of potential disruption due to the isolation of staff/of TAs. The system of the younger children eating lunch in their class base is working well.
- Continued emphasis on promoting staff well-being in pursuit of an even stronger school culture and higher levels of staff morale.
- Continued use of on-line activities to promote learning including IT programmes.
- On line remote meetings in some contexts have worked well and continuing family contact through regular phone calls has supported partnership working.
- Remote meetings have been effective in speeding up access to some key community partners and outside agencies

Part 4: Feedback

Feedback from the Headteacher on the impact of the SIP in support and challenge:

Requests for further school support:

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Agreed date of next SIP visit:

The Spring SIP visit will concentrate on the intent and implementation of the Quality of Education, and the effectiveness of Leadership and Management.

Please agree activities from the following which focus on intent, implementation and leadership:

- Review of plans to develop the curriculum and how it will meet the needs of all learners
- Joint classroom observation with headteacher and/or senior or middle leaders
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders
- A review of the school's process for performance management of teaching and/or support staff
- A review of the effectiveness of the school's approach to assessment and leaders' success in ensuring accuracy of assessment
- A review of the quality of teaching in a particular subject or phase or for a particular pupil group, including a review of assessment information, pupils' work and a brief learning walk.
- **Other...**

Appendix - guidelines / questions

This report is designed to be completed virtually using Google Meet or Teams. This should be arranged and tested before the day to ensure a smooth start. The report is an opportunity for the school to demonstrate the progress made in 19/20 both before and during the Covid crisis and to indicate

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plans for the future. It is a tool to record the school journey during this time, to support evaluation, inform governors and prepare for any Ofsted visit throughout 20/21 and beyond. It has been designed with input from a range of head teachers, the school improvement team and our external SIP partners. The report is aimed at gathering and cross referencing evidence from a range of school staff and governors (if possible). The judgements made are a best fit 'snapshot' in time and finalised following quality assurance from the central School Improvement Team.

All involved parties should carefully study the report template and its questions before the virtual visit. All sections of the report should be attempted however some sections may have more detail than others depending on the position/phase/nature of the school.

Part 1

- Schools may wish to include contextual information regarding attendance before COVID and post. They may also wish to include information regarding attendance for key worker / vulnerable pupils and the impact on the progress of those pupils.
- Numbers of disadvantaged pupils may have changed since March 2020 and schools may wish to detail this in their commentary.
- Schools may wish to comment on the impact of the lack of access to technology on pupils.

Part 2

- This section includes commentary of school internal data which we know Ofsted would not consider. SIPs will need to ask how this data was collected and moderated and consider its reasonableness inline with the previous outcomes for the school and its general levels of improvement. Following this the data will be taken in good faith. This will include the decisions regarding any baseline assessments in September and making estimations of pupils expected pupil attainment at any key stage and estimations of pupil readiness for the next stage of their education.
- Further evidence from books and pupils should also be included where possible. Schools may wish to demonstrate a range of work 'live' on screen.
- Small schools and special schools may agree to cover their commentary for Part 2 in one report instead of a report for each key stage.

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- SIPs will complete the Key Stage sections as appropriate to the school and delete non-relevant Key Stages.
- Pupil well-being will be a significant consideration in all schools and should be included in the commentary wherever appropriate.

Part 3

- The Leadership section of the report should allow leaders the opportunity to reflect on their school, the impact of COVID and how they have responded.

The main aim of this report remains the production of a clear picture of the school for all school leaders and particularly governors. It is an external check and monitoring of the school self evaluation to inform governors. The report can only be strengthened through the input from middle leaders and SENDCo. Where at all possible they should be included in the process and provide a source of evidence. The quality of SEND provision should be communicated in each key stage.

A possible timetable for the day-

9:00am Log in with HT and agree final arrangements

9:15 Discuss part 1 with HT and governor (if possible)

10:15 Break

10:30 Discuss part 2 with HT and/or middle leaders and/or Sendco and/or governor

11:30 Break and partial write up

1:00 Discuss part 3 with HT and /or middle leaders and/or Sendco and/or governor

2:00 Break and summary (check for any gaps in information)

2:30 Brief feedback and summary questions to HT

3:00 Final write up, send draft to HT and to hannah.couper@northumberland.gov.uk to begin QA process.

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