

Local Authority School Improvement Partner Meeting – Summer Term 2021

Cleaswell Hill School

Headteacher: M Jackson

Chair of Governors: T Chrisp

School Improvement Partner: L Watson

Date of visit: 5.07.21

Part 1:	Ofsted Judgement	SEF Judgement	Emerging LA Judgement
Overall Effectiveness of the School	Outstanding	Outstanding	Outstanding
Quality of Education	<i>Do not complete this unless the school has had a section 5 inspection since Sept 2019.</i>	Outstanding	Outstanding
Behaviour & Attitudes		Outstanding	Outstanding
Personal Development		Outstanding	Outstanding
Leadership & Management		Outstanding	Outstanding
Early Years/Sixth Form		Outstanding	Outstanding

Type of school	SEND	Current number on roll	188
% of SEND pupils	100%	% of disadvantaged pupils	44%

A summary of the school's successes and progress made during the spring term

- School leaders, including governors have continued to drive innovative and inspiring approaches to meeting the pupils needs at Cleaswell Hill school.
- A highly ambitious approach permeates the strong culture at Cleaswell where children and young people are at the centre of all decision making.
- Ethical and moral leadership underpins the work undertaken and standards have continued to rise as a result.
- Staff have embraced the development of an integrated education and therapy approach and there is strong evidence of the impact of the therapist's input in pupils accelerated progress and achievement.
- Leaders have successfully implemented change within phase 3 for the most vulnerable children and young people in school. Pupils have been observed self-regulating emotional responses and applying strategies to manage sensory needs.
- Staff understand that de-regulation is a communication and they continue to work hard to evaluate and learn from pupil's presentation in order to plan for a successful inclusive environment throughout school.
- Transitions have been well-planned to assist pupils to manage change. Post 16 students have identified FE/voluntary placements for September and school will follow up how successful their plans to prepare students for life beyond school have been managed.
- The identification of how to accumulate data to inform upon gaps in pupils learning following the disruption to school life through the pandemic has been rigorous. This has informed highly structured interventions strategies.

- Leaders have diligently worked with teachers to establish pupil's baselines following the disruption to provision due to Covid. As a result, the data lead was able to identify 'gaps' in learning and advise upon structured interventions to enable pupils to make rapid progress. Data was robust and valid and as a consequence teachers and the intervention team lead could establish highly SMART targets, which focused on accelerating progress.
- The school business professional has led on ensuring Cleaswell Hill school is safe and secure within the context of Covid. All DfE guidance has been followed.
- Pupil's well-being has been carefully monitored and a highly responsive approach has ensured that pupils needs are quickly identified and strategies are put in place to support.
- Governors have remained proactive in supporting school standards. The Chair has worked closely with the Head teacher to monitor and advise upon ensuring Cleaswell Hill has continued to offer high quality provision throughout all restricted periods of time due to the pandemic. The Head and Chair have an honest and supportive relationship and as such they are transparent regarding the management of risk
- All governor meetings and link governor visits have been carried out throughout the pandemic. Recent visits to school have impacted upon plans for improvement including a review of reading/En.
- Safeguarding remains outstanding as the whole school community share the vision of keeping children safe and all work highly proactively in sharing information and ensuring necessary follow up with LA agencies when necessary.
- Recent SWOT analysis in key aspects of school standards has led to the identification of areas requiring further evaluation and or areas of need to be prioritised within the Implementation Plan.

Current priorities in the school's development plan

The school has identified the following actions:

- Monitoring of the PPG reporting structures to further ensure a robust, tiered approach linked to an evidence/research base.
- Explore approaches to strengthen pedagogy including developing and understanding of metacognitive approaches to learning in SEND.
- Embed the new N.A.P.P.I. approach with an emphasis on reducing the distress that an individual may experience which can result in them presenting with behaviours of concern. N.A.P.P.I.- Non-abusive, psychological, physical intervention. Cleaswell have two trained trainers in school and an extensive training programme is planned for the autumn term to ensure consistency in approach in the management of de-regulated behaviour.
- Strengthen teaching, learning and assessment further and include opportunities for staff to share best practice outcomes.
- Support for pupils who are finding class-based learning difficult, at times, to include a highly structured approach involving the interventions team and therapy personnel.
- Monitor the integration of phase 3 pupils across school to ensure their needs are met.
- Fully implement and appraise the changes to the admissions procedure.
- Re-evaluate the quality of staff appraisal targets and discuss with them further challenging performance targets in line with whole school expectations.
- Review the school's data tracking system to improve processes further.
- Continue to identify pupils who are at risk of not making expected progress and plan highly personalised, structured SMART targets to support improvement.

Has the Headteacher/Governing body ensured that:

All Governors have read ' Keeping Children Safe in Education ' (updated January 2021)	Yes/No
All staff (including volunteers) have read at least Part 1 of ' Keeping Children Safe in Education ' (updated January 2021)	Yes/No
Website is compliant with the most recent statutory guidance? (maintained schools) (academies/free schools)	Yes/No
Parent view feedback has been reviewed	Yes/No
Ofsted 'requested documents (para 79) are in place?	Yes//No

Part 2: Self-evaluation and SIP discussion on the Quality of Education

The school's current position with regards to the quality of education

Impact of COVID on the school's provision.

In terms of progress and achievement, Cleaswell Hill school has proactively planned extensive support to enable pupils to reach pre Covid levels of attainment as rapidly as possible. This has involved robust and relevant assessment and the prioritisation of key targets for improvement. The school uses a range of appropriate assessment tools including PLIMS-Personalised, Learning, Intention, Maps, which is a system of planned outcomes sequentially mapped from a child's baseline.

The AHT/Assessment lead has re-evaluated the expectations of the assessment system and he has worked with teachers to ensure assessment tracking systems meet the needs of all pupils at Cleaswell. Teachers use assessment well as they have a clear understanding of the intent and impact of the school's system.

At Cleaswell class teams, who have a thorough understanding of each child's point of learning; their interests, strengths and barriers, medical needs, developmental stage and learning level, set SMART targets linked to EHCPs. Each area of learning is used to effectively plan a range of learning intentions for each pupil which are personalised. Outcomes are mapped across the day giving continuity, contextualisation, and therefore giving breadth of approach in supporting pupils to achieve deep learning.

PLIM Targets (EHCP)

- There has been an increase of 5% in the proportion of PLIM targets met across this academic year compared to the 2019-2020 academic year.
- Phase 2 had the largest proportion of PLIM targets met (61%) across this academic year.
- The cognition and learning area of the PLIM had the largest proportion of targets met (48%) across this academic year.
- 70% of pupils demonstrated accelerated progress towards their PLIM targets during the summer term.
- Non-pupil premium pupils met a greater proportion (6% more) of PLIM targets across the academic year compared to pupil premium pupils.
- Pupil premium pupils met a greater proportion (1% more) of PLIM targets across the summer term compared to non-pupil premium pupils.

Academic Targets (English and Maths)

- 84% of academic targets have been met or surpassed during this academic year.
- A greater proportion of English targets (6% more) have been met or surpassed compared to maths during this academic year.

- Phases 2 and 4 had the largest proportion of academic targets met or surpassed (94%).
- Non-pupil premium pupils met or surpassed a greater proportion (4% more) of academic targets across the academic year compared to pupil premium pupils.
- Pupils accessing a Pre KS1 – KS2 curriculum met or surpassed the greatest proportion (93%) of academic targets.

Academic Progress (English and Maths)

- There is little variation between the amount of academic progress made between English and maths.

Covid Response

- 71% of pupils whose progress towards their PLIM targets had been adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term.
- A greater proportion of pupil premium pupils (11% more) whose progress had been adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term compared to non-pupil's premium pupils.
- A greater proportion of pupils (7% more) who have spent an increased amount of time out of school due to Covid made accelerated progress towards their PLIM targets during the summer term compared to those who were able to attend school throughout the pandemic.
- 84% of academic targets have been met or surpassed by pupils who were adversely affected due to the spring 2021 national lockdown. This is equal to the number of academic targets that were met or surpassed across the whole school.
- Pupils who were adversely affected due to the spring 2021 national lockdown were identified by staff groups who scrutinised pupil progress towards termly PLIM targets and end of year academic targets. This has enabled staff to provide structured interventions with high expectations that pupils will regain lost learning.
- Opportunities for pupils to continue to thrive and make expected progress are planned for the autumn term.
- Highly focused, relevant and reliable data will inform areas where pupils are at risk of underperforming. The school will continue to work highly proactively to alleviate this risk.

The current educational offer with reference to the intent and implementation plans for the curriculum

The school's curriculum is under constant review to ensure it is tailored effectively to meet the severe and complex needs of pupils at Cleaswell Hill school. As a result of the extensive evaluation of key standards/curriculum subject's changes have improved curriculum content, resourcing and learning spaces. Rationales for why areas of the curriculum have been scrutinised has further reinforced a clear intent to identify what changes are required and how they will be implemented, which supports the identification of expected impact/success.

The school's plans to ensure it provides a broad and balanced curriculum which is well sequenced to ensure pupils reach their end points (including RSE)

RSE has been introduced effectively and external support has impacted upon the levels of expertise of staff. An observed lesson was highly effective in supporting young people's understanding of RSE in phase 6.

Cleaswell Hill provides a relevant, high quality, broad and balanced curriculum within the context of pupils SEND. This includes opportunities to develop independence as young people have time to practice taught skills in functional situations. Specialist approaches to learning ensure pupils access the curriculum and staff understand that Cleaswell's curriculum is a framework for providing excellent, high quality learning experiences.

Part 3: Leadership

The school's current position with regards to leadership and management of the quality of education

The school's current position on its journey since its most recent inspection

The school has continued to grow and develop following the appointment of a new Headteacher since the last inspection. The vision and values for Cleaswell Hill to become the 'best version of itself' has grown significantly and the recent innovation to employ school-based therapy is impacting highly positively on pupil outcomes. The Head and governors are planning a 5-year strategy to enable Cleaswell Hill to focus on an ambitious plan to embed, innovate, influence and sustain outstanding provision.

The inspection report included an area for development:

- Develop further the quality of leadership and management by: – continuing to identify accurately the changing and future needs of the school's pupil population – strengthening the range of expertise in the school to meet the emerging needs of pupils.

This has been achieved as developments in assessment procedures, including detailed baseline assessment processes, improving the quality of EHCP targets, implementing a reviewed admissions procedure and extensive investment in staff CPD and the appointment of school-based therapists has for example, ensured an ongoing accurate assessment of need and ambitious plans to ensure provision meets needs highly effectively. The school continues to extensively monitor and quality assure standards in partnership with other schools and external improvement partners. This supports the identification of priorities.

Since the last inspection the school has fund raised and subsequently built a first-rate hydrotherapy pool which supports well-being. There is a new library provision and improved outdoor spaces which are enhancing opportunities for pupils to learn beyond the classroom.

Leadership development includes the appointment of phase leaders who share the values and ambition of the school. They have thrived on additional responsibility and developed specialisms within their departments to support cohorts requiring a personalised approach to the curriculum.

The in-depth analysis of subject areas/ standards in school has supported a clear focus and prioritisation of areas requiring further development. The implementation plan helps drive and secure a whole school understanding of key priorities and the steps needed to meet expectations.

SEF evaluation processes and subsequent improvement plans have been reviewed and strengthened as they now involve high levels of input from the wider leadership team. Education staff support evaluation and evidence-based practice particularly in planning teaching and learning targets in support of improved progress and achievement.

The school has been highly proactive in its support of mental health and well-being in striving to be at the forefront of developments within the local authority and the appointment of mental health practitioners. The Children and Young Persons team have been challenged by the Head to improve services in providing further in-depth specialist support in partnership with therapists and teachers. This has enhanced provision further.

Wellbeing

The school has been highly proactive in its support of mental health and well-being in striving to be at the forefront of developments within the local authority and the appointment of mental health practitioners. The Children and Young Persons team have been in discussion with the Head to further develop high quality partnership working in furthering in-depth specialist support in liaison with the school-based

therapy team. Supporting pupils and staff's well-being is a fundamental part of Cleaswell Hill's school's provision. Workload is well managed and staff have opportunities to discuss any areas of concern with line managers, teams, colleagues as there is an open and honest culture in school based on trust and strong partnership working practices.

Monitoring activities currently taking place

Monitoring has included regular external support and liaison between partner schools in the region. Governors have provided high levels of on-line support through team meetings. Governor visits to school have been carried out over the summer term and these have supported leaders in identifying standards requiring further evaluation, including English.

Classroom observations have re-established key drivers for the improvement of learning and evidence of effective teaching and learning is strong.

Therapy monitoring has included the Lead OT therapist working alongside teachers to establish main areas for improvement. This has impacted upon increasing levels of visual support and sensory regulation.

The evaluation and subsequent actions related to the quality of external agency support has improved working partnerships with mental health service provision and physiotherapy. As a result, children's needs are being more clearly identified and met.

The role of leaders

At Cleaswell Hill there has been a constant drive to improve outcomes throughout the disruption caused by the pandemic. Leaders, including governors, have remained incredibly ambitious and visionary striving to consider further improvements which will culminate in a 5-year strategic plan.

Leaders are supporting the education system more widely in their work with other schools. The Head and key leaders are working proactively with the LA and other schools in supporting best practice outcomes.

The leadership structure has been strengthened by the appointment of an AHT. The 2x AHT and the DHT will now take responsibility for one aspect each of the three curriculum strands.

Safeguarding

This is an area of strength at Cleaswell as all aspects of Keeping Children Safe in Education are embedded as staff talk confidently about how they support and manage safeguarding issues. The school is up to date in safeguarding training and recent partnership working enabled Cleaswell and another school to provide joint training and up to date information on Safeguarding/sexual abuse. Cleaswell are abreast of changes identified within Keeping Children Safe in Education introduced for Sept 21. The government strategy on child sexual abuse has been shared within school. County lines and Prevent training is up to date and a governor has recently provided additional support in these crucial areas of pupil safety.

Key actions for leadership in preparation for September 2021

- Complete the review of the SEF and identify areas for prioritisation with senior leaders and staff in the autumn term.
- Develop leadership roles for phase leaders with respect to their responsibilities for staff deployment and organisation.
- Consider what priorities require further analysis for the first draft of the Implementation Plan.
- Review performance management targets, complete discussions with staff to evaluate success of appraisal target outcomes. Evaluate and consider targets for staff within the context of self-evaluation review.
- Further consider information required for the completion of the 5-year strategy.

Part 4: Feedback

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

Requests for further school support:

Agreed next SIP visit date: TBC

Guidance for summer term meeting

Prior to the meeting:

- Plan the focus for the meeting, and activities with the headteacher, bearing in mind the suggested points for discussion in Part 2.
- Plan which staff will be involved and how the meetings will take place.
- Ensure that the headteacher and school can accommodate the visit in line with the school's COVID safety plans. As SIP, ensure that you are aware of expectations and requirements during the visit.

During the meeting:

- Review the school's ability to deliver the curriculum, the progress being made into further developing the curriculum and how the school is meeting the challenges of the current situation.
- Review the management of the school's curriculum with the headteacher and available curriculum leaders.
- Review the school's priorities as identified through self-evaluation and monitoring processes.