

## COVID-19 statement

The unprecedented event of a global pandemic has resulted in a change in a number of systems and processes in school.

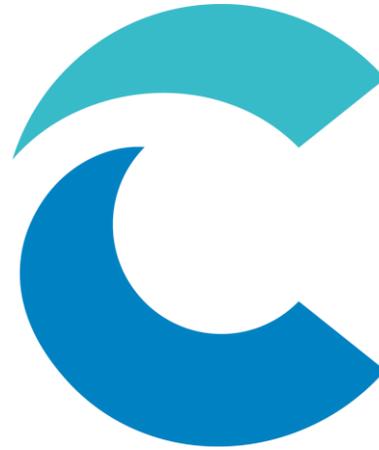
We have strategies in place, regularly evaluated for their effectiveness and to keep compliant with the latest Government guidelines.

Our COVID-19 Response sits alongside our Recovery Plans and these are available on the school website.

Pupils' remain at the centre of our decision making and we continue to take a highly personalized and responsive approach to teaching and learning.

There may be some re-prioritising of key goals over the year following analysis and assessment.

The pace of learning may need to change and formative assessment forms our next steps.



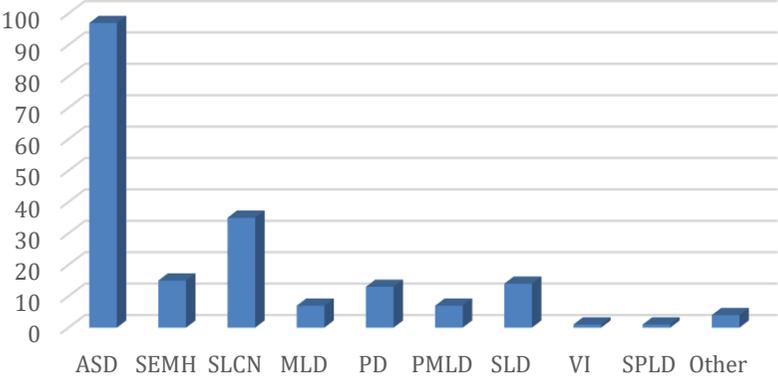
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**hill school**  
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SELF EVALUATION

# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

### SCHOOL CONTEXT

<p>PUPILS</p>	<p>The school population has dramatically increased by 100% over the past 10 years from 87 in 2007 to 194 (including sixth form) in September 2021. 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"> <li>• 100% of pupils are in receipt of an EHCP.</li> <li>• 46% of pupils receive additional PP funding.</li> <li>• 50% of pupils have a diagnosis of ASC and as a result, 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.</li> <li>• 25% Girls 75% Boys</li> <li>• 4 LAC pupils; 7 PLAC</li> <li>• Disabled Children's team involved with 57 families</li> <li>• 2 pupils with Early Help Team around the family</li> </ul> <div data-bbox="875 810 1740 1311"> <p style="text-align: center;"><b>Pupil Primary Needs Sept 21</b></p>  <table border="1"> <caption>Pupil Primary Needs Sept 21</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>ASD</td> <td>100</td> </tr> <tr> <td>SEMH</td> <td>18</td> </tr> <tr> <td>SLCN</td> <td>38</td> </tr> <tr> <td>MLD</td> <td>10</td> </tr> <tr> <td>PD</td> <td>15</td> </tr> <tr> <td>PMLD</td> <td>10</td> </tr> <tr> <td>SLD</td> <td>18</td> </tr> <tr> <td>VI</td> <td>2</td> </tr> <tr> <td>SPLD</td> <td>2</td> </tr> <tr> <td>Other</td> <td>5</td> </tr> </tbody> </table> </div>	Category	Count	ASD	100	SEMH	18	SLCN	38	MLD	10	PD	15	PMLD	10	SLD	18	VI	2	SPLD	2	Other	5
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# CLEASWELL HILL SCHOOL

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STAFFING	<p>The schools employs 128 staff including:</p> <ul style="list-style-type: none"><li>• Teachers 25</li><li>• Teaching Assistants 85</li></ul> <p>Executive Leadership Team (ELT):</p> <ul style="list-style-type: none"><li>• Headteacher</li><li>• Deputy Head Teacher</li><li>• 3 Assistant Head Teachers</li><li>• School Business Leader</li><li>• Lead Therapist</li></ul> <p>Senior Leadership Team comprises of:</p> <ul style="list-style-type: none"><li>• ELT</li><li>• 5 Phase Leaders (TLR)</li><li>• Head of Learning Support (HLTA)</li><li>• Highly Qualified Speech &amp; Language Therapist</li></ul> <p>Since September 2021 there has been the following changes to the leadership team:</p> <ul style="list-style-type: none"><li>• Increase in Assistant Head posts from 1 to 3 (1 from November 21)</li><li>• Additional posts of Lead Therapist &amp; Highly Qualified Speech &amp; Language Therapist</li></ul> <p>Therapy Provision</p> <ul style="list-style-type: none"><li>• NHS OT - Core service</li><li>• NHS SaLT consists of 2 therapists (case load 96 pupils) 22.5 hours per week</li><li>• NHS Physiotherapy</li><li>• School Mentor 13.5 hours per week</li></ul>



<p>PROVISION</p> <p>ASSESSMENT, FEEDBACK, TRACKING AND OUTCOMES</p>	<p>Teachers followed Cleaswell Hill’s curriculum assessment policy during the 2020-2021 academic year, using both summative and formative methods. This enabled them to systematically check pupils’ understanding, identify misconceptions and accurately provide next steps in learning.</p> <p>To measure curriculum progress, multiple systems are used across Cleaswell Hill to ensure that the assessment method is appropriate for specific cohorts. The systems used are; Cherry Garden, MAPP, iASEND and Trackers for qualifications, PHSEE and PE . Each system benefits from the use of live assessments being made against the depth that an individual curriculum expectation is met. The depth of learning is determined by how fluent, generalised, maintained and independent a skill has become. The inputted information allows for data to be collected on pupil attainment, progress and achievement meaning variations in cohort performance can be monitored.</p> <p>Over the last 2 years, we have developed the use of Personal Learning Intention Maps (PLIMs). These are highly significant in planning for and ensuring pupils’ development towards Key Stage targets set out in their EHCP. Careful consideration and close collaboration with parents/carers and significant others, ensures that aspirational SMART outcomes are set at the beginning of each term in the areas of communication and interaction, cognition and learning, social and emotional mental health, sensory and/or physical, and, from Year 9, preparation for adulthood. This enables staff to scrutinise the proportion of targets that are met by individual pupils or cohorts.</p> <p>Unfortunately the 2020 – 2021 academic year was another affected by the Covid-19 Pandemic. Throughout this time, it has been imperative to closely monitor pupil progress and insert high quality interventions where necessary. The focus of any Intervention during this time was to accelerate pupil progress to pre Covid levels. As a result of the continued hard work of staff, we were able to collate whole school data across all three terms, even though pupil attendance was severely affected between November and April. This inevitably means that the data does not reflect a ‘normal’ academic year. The findings from scrutinising pupil performance are reported below.</p> <p><b>PLIM Targets (EHCP)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Phase 2 had the largest proportion of PLIM targets met (61%) across this academic year.</li> <li>• The cognition and learning area of the PLIM had the largest proportion of targets met (48%) across this academic year.</li> <li>• 70% of pupils demonstrated accelerated progress towards their PLIM targets during the summer term.</li> </ul>
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- 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.

	Maths	English
<b>Cherry Garden</b>	2.0	2.7
<b>iASEND</b>	10%	10%
<b>Benchmark</b>	22%	20%
<b>Qualifications</b>	20%	20%

**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-pupils 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 amount 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.

The beginning of this academic year has seen the Engagement Model, for pupils not accessing subject specific learning, become statutory. To meet this demand Cleaswell Hill has introduced Engagement Profiles. This is a live document that we use to record what the highest level of engagement looks like for an individual. This is completed by firstly assessing the toolkit that must be in place for an individual to engage positively. A judgement is then made on what engagement looks like by using the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation. A multi-disciplinary team of staff are working with Lynn Watson (SIP) and other SEN schools to reduce the interpretation of the five areas of engagement and the variation in the quality of evaluative observations.

Moving forward, we are continuing looking to develop assessment processes at Cleaswell Hill. This is to ensure we have a fit for purpose assessment and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers. The following points will help us do this.

- Reduce variation in staff understanding by developing in school and out of school quality assurance and benchmarking practises, by establishing new partnerships and visiting other outstanding SEN schools.
- Allow strategies to be implemented to reduce any variation in cohort performance (including pupil premium) by continuing to use assessment and tracking systems to quantify evidence,
- To reduce interpretation and variation in quality when following national summative assessment strategies (including the Engagement Model and Pre Key Stage Standards) by ensuring they are understood and used meaningfully.



# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

	<p><u>Qualifications</u></p> <p>In the summer term 2021 the following qualifications were achieved:</p> <ul style="list-style-type: none"> <li>· 8 students gained one or more GCSE in maths, English and science.</li> <li>· 18 students gained one or more BTEC qualifications at Entry Level 3 to Level 1.</li> <li>· 7 students gained one or more Entry Level Certificate in maths, English or Science from Entry Level 2-3.</li> <li>· 14 students gained one or more Functional Skills qualifications in maths, English and ICT at Entry Level 1 to 3</li> </ul> <p><u>Destinations</u></p> <p>In July 2020 we had 18 leavers all of whom made a successful transition into 8 different further education (FE) destinations.</p> <p>Further conversation with FE providers and/or families have confirmed that all students are attending and fully engaged in learning.</p>
<p>PROVISION CURRICULUM</p>	<p>Cleaswell Hill School is a learning organisation and we are continuously restless to ensure best practice outcomes. Our challenge is to design and deliver appropriate learning for our highly diverse pupil population. Contextualising the curriculum to be responsive to all pupils, along with supportive assessment and integrated therapeutic approaches, has resulted in three pathways through school; Engagement, Core and Extended. These are now clearly identified and embedded soundly in our learning offer. Governor Monitoring visits took place in November 2021 for all Pathways. Reports available.</p> <p>Pathway Rationales available.</p> <p>School has 5 Phases;</p> <ul style="list-style-type: none"> <li>• Phase 1 EYFS/KS1- Phase Lead Suzanne Oliver</li> <li>• Phase 2 KS1/2 – Phase Lead Patrick Ford-Hutchinson</li> <li>• Phase 3 KS 2/3 – Phase Lead Helen McIntyre</li> <li>• Phase 4 KS3/4 – Phase Lead Jenny Moffitt</li> </ul>



# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

- Phase 5 Sixth Form – Phase Lead Emma Steele

Phase Flow documents are available on the school website.

Annual subject overviews are available on the school website for all National Curriculum Subjects. These provide a broad scope of content which supports sequential learning as evidenced in Medium Term Planning.

Following 'deep dives', Subject Leads compile Progression Models with updated Action Plans for all National Curriculum subjects and areas across school. These are also available on the school website.

The school has a range of superb facilities and learning environments including the following:

- A Hydrotherapy Pool complete with an extensive sound and light system (opened September 2019)
  - Two sensory studios with high quality interactive equipment (second opened in 2019)
  - A Forest School, wildlife area with gazebo, fire pit, supported by a trained Forest School practitioner
  - 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
  - Early Years classrooms have their own covered soft floor outdoor play areas
  - A sensory garden with interactive play equipment
  - A Calming Room (Completed Feb 2020)
  - A Therapy Room with Physiotherapy equipment/resources
  - An Intervention Centre
  - Sixth Form Cabin
  - A large field
  - A meadow
  - Two large outdoor sandpits
  - Two minibuses and an accessible people carrier
  - Full size trampolines for Rebound Therapy
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# CLEASWELL HILL SCHOOL

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	<ul style="list-style-type: none"> <li>• A school library</li> <li>• Overhead tracking throughout school</li> <li>• Office space for visiting agencies eg. NHS SaLT, Education Mental Health Practitioner</li> </ul>
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### Since the last inspection, March 2017

AREA OF FOCUS	IMPACT	EVIDENCE
<p><b>Develop further the quality of leadership and management by: –</b></p> <p>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>'This has been achieved' SIP report (July 2021)</p> <p>'Ongoing accurate assessment of need and ambitious plans to ensure provision meets needs highly effectively'. SIP report (July 2021)</p> <p>'The school continues to extensively monitor and quality assure standards in partnership with other schools and external improvement partners'. SIP report (July 2021)</p> <p>Leadership review has led to creation of 2 further Assistant Head Teacher roles linked to 3 Pathways through school. Phases have reduced from 6 to 5 to ensure sequential learning through school and that Phase Leaders are able to provide a personalised responsive provision for the pupils within their phase. Clearly defined roles and increased responsibility for Phase Leaders.</p> <p>Intervention Lead role identified and filled. Academic Mentor role from September 2019 ongoing.</p> <p>School leaders continue to access CPD including NPQSL and bespoke support linked to vision, values and change management within the context of sustaining excellence.</p>	<p>SIP Report July 2021</p> <p>Pathway Leads produce rationales.</p> <p>Governor monitoring visits took place in November 2021. Reports available.</p> <p>Phase leaders produce a Phase Development Plan and Flow documents.</p> <p>Progression Models and Action Plans. On website.</p> <p>Annual subject overviews are available on the school website for all National Curriculum Subjects and other areas of learning in school.</p> <p>Intervention Programme</p> <p>Whole School Targets</p> <p>Leadership Project – Jeni Ling (January 2019-December 2019)</p>



	<p>Utilising school-based enquiry to improve the quality of teaching and learning. This has already begun with staff participating in a whole school SEND Professional Development organised by National Association for Special Educational Needs (NASEN); National Working Group for Essential Letters and Sounds, our new Phonics Programme.</p> <p>CPD has enabled 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>The Interdisciplinary Therapy Team established and includes the Lead therapist (Highly Specialist OT), Highly Specialist SALT and Specialist OT. Collaboration between educational and therapy professionals and the range of expertise in school is having a positive impact on pupil outcomes.</p> <p>When designing and selecting professional development opportunities, our focus is on utilising approaches grounded in evidence from cognitive and behavioural science. The Education Endowment Fund suggests that the mechanisms that make up the building blocks of effective professional development can be split into 4 groups, each of which fulfils a different role; Build Knowledge; Motivate Staff; Develop teaching techniques; Embed practice. Our goal is for every teacher in every classroom to be as good as they can be in what they teach (the curriculum) and how they teach (pedagogy).</p>	<p>Therapists are contributing to Annual Review Process, including attending meetings, identification of needs with EHCPs and target setting.</p> <p>Therapists are contributing towards Consistent Approach Plans and the identification of strategies to support communication, social interaction, emotional and sensory regulation.</p> <p>Two phase leaders successfully completed NPQSL in 2019. One Phase Leader currently undertaking NPQSL.</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 maximise learning.</p> <p>Learning Walks, Drop In Visits, Lesson Observation feedback</p> <p>Governor Monitoring visits</p> <p>SIP visit reports</p> <p>Strong partnership working with other schools and external improvement partners</p>
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	<p>Our effective professional development programme reflects the thought and detail that goes into the organisation of each class, Phase and Pathway as outlined in the Subject Progression Models and Action Plans, Phase Development Plans, Pathway Rationales.</p> <p>Whole School Targets have been collaboratively written and form the basis for professional development focus, particularly in relation to staff Appraisal targets.</p> <p>A focus on NAPPI training in 2021-2022 will support understanding and skills in positive behaviour support across school and development of consistent strategies.</p> <p>Development of premises to increase suitability for changing pupil population.</p> <p>An Admissions Pathway has been devised to accurately assess whether we can meet a child's needs, prior to their admission. This enables correct identification of the class grouping and curriculum pathway for each new pupil and provides the basis for forward planning regarding their transition through school.</p>	<p>Teaching and Learning Progression Model and Action Plan</p> <p>Appraisal targets/Performance Management</p> <p>Class groups for Phase 1 next year are mapped out, including a cohesive group of children within the classes and different pathways. There is a provisional plan for the movement through school, including class groups and pathways, for existing pupils.</p> <p>An audit of pupil need was completed in September 19, which identified priorities for OT.</p> <p>A SaLT audit has been completed in Autumn 2021 to identify SaLT need.</p> <p>Accessibility Plan</p>
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### Quality of Education

Intent: Quality of education standards are exceeded as a result of strategies and highly co-ordinated approaches to teaching and learning

**Ofsted (March 2017):**

***'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'.***

**SIP Report Judgement (July 2021):**

***'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'.***

***'Leaders, including Governors, have remained incredibly ambitious and visionary striving to consider further improvements which will culminate in a 5-year strategic plan'.***

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.

Contextualising the curriculum to be responsive to all pupils, along with supportive assessment and integrated therapeutic approaches, has continued with pace and the three pathways through school; Engagement, Core and Extended, are now clearly identified and embedded soundly in our learning offer.

Governor Monitoring visits have taken place for all pathways this term. Reports available.

Pathway Leads are working collaboratively to write rationales and to progress cumulative learning through school demonstrated in flow documents. Pathway meetings focus on Approaches to Learning and pedagogy relevant for pupils in each Pathway and enhancing staff skills with the driving factor of maximising best practice outcomes.

Phase Flow documents are available on the school website.



# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22



Annual subject overviews are available on the school website for all National Curriculum Subjects. These provide a broad scope of content which supports sequential learning as evidenced in Medium Term Planning.

Following 'deep dives', Subject Leads compile Progression Models with updated Action Plans for all National Curriculum subjects and areas across school. These are also available on the school website.

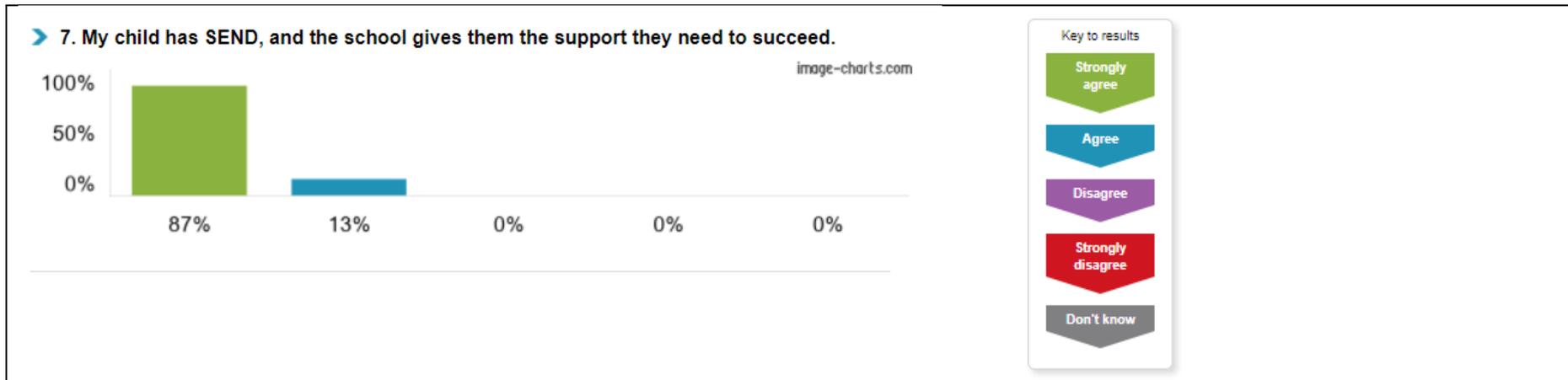
School's extensive buildings and diverse grounds are incorporated into the curriculum providing enabling learning environments. A current working party, including Governors and Lead Therapist, is looking at how this may be implemented more fully.

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 and swift intervention. Internal moderation meetings and 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 iASEND 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:

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**Why QUALITY OF EDUCATION is not the grade below**

- Ongoing forensic analysis of school improvement needs
- Monitoring improvements in outcomes and reviewing changes in the quality of provision
- 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
- Provision of access to effective practice and expertise at classroom, Phase and Pathway level
- Intentional practice of knowledge building across all staff to sustain improvements

**Behaviour and Attitudes**

Intent: Embedded NAPPI principles and strategies will enable pupils to self-regulate and engage in purposeful activities thereby leading to greater progress and improvements in their personal development.

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

**SIP Report (July 2021) 'The behaviour of pupils is outstanding. Within the context of pupils severe and complex SEND their conduct is exemplary, including in lessons, around the school and in outdoor spaces.'**

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, health and safety, learning walks and classroom observations. Behaviour support strategies are discussed at SLT, phase meetings and class team post-incident reviews which give opportunities to discuss antecedents to de-regulated behaviour and analysis/discussion informs best collective practice. Pupil risk assessments and Consistent Approach Plans provide additional behaviour support and management where necessary.

There is a clear vision where behaviour is seen as a communication and the environment is key to supporting pupil's ability to access learning. For pupils who struggle to engage, this includes high levels of therapeutic input in the management of sensory regulation. The key principle is to understand why and how behaviours emerge and deploy strategies to de-escalate as expediently as possible to ensure safety and re-engagement in purposeful activity. The emphasis is to follow the principles of NAPPI (Non-Aggressive, Physical, Psychological Interventions) to seek the cause of an individual's distress and therefore enable staff to be proactive in reducing the possibility of a behaviour of concern occurring through de-escalation techniques. A programme of whole school CPD is planned to ensure the strategies and principles of NAPPI are thoroughly embedded across school.

The school's curriculum ensures positive engagement of pupils through the development of an integrated therapeutic approach and a range of exciting and differentiated approaches to teaching and learning. The classroom environments are undergoing change in support of pupil's concentration, attention and sensory regulation. There is strong evidence to suggest an overly stimulating environment for ASD pupils detracts from their ability to modulate their sensory input which can lead to highly de-regulated, and at times challenging behaviour. Pupils with severe learning difficulties can find it problematic to focus on more than one stimulus at time and highly distracting visual surroundings can result in a lack of focus on taught learning outcomes.

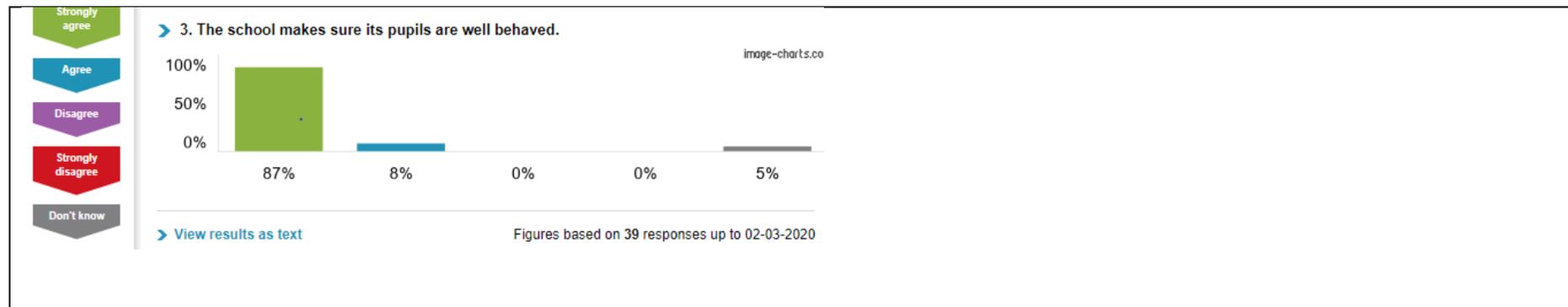
Outdoor spaces are fully incorporated into both learning and unstructured times (traditionally a time where pupils struggled to manage their behaviour) leading to enriched learning experiences and further opportunities to develop positive social skills.

Parent view:

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# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22



### 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 in the management of sensory regulation which leads to greater pupil progress, re-engagement in purposeful activities and improvements in personal development.

### Personal Development

Intent: Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments

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

***SIP report (July 2021) '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.'***

***SIP report (July 2021) '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.'***

# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

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.

School are currently in the process of designing a rationale built around personal development that identifies and defines Cultural Capital, Character Education and SMSC, within the context of the whole school. The rationale will also incorporate factors such as therapeutic approaches and interventions alongside co-curriculum development. A SWOT analysis has been completed in preparation for this.

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

Personal Learning Intention Maps (PLIMS), closely linked to EHCP targets and reviewed termly. These provide succinct, individualised targets that inform future teaching and learning, and enable smooth transitions through school providing detailed links to previous and current pupil targets.

Pupil personal development progress is tracked and monitored using a PSHEE tracker as well as appropriate assessment systems (MAPP, iASEND, Cherry Garden) informing future learning and development of personalised targets which ensure 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.

New SMSC Tracker is currently being trialled using Google Forms in order to be able to gather information to track the evidence of SMSC outcomes being met around school in areas other than curriculum subjects and lessons. Evidence will be linked to a spreadsheet in order to gain quantitative information as to the coverage and range of SMSC values within the co-curriculum.

Incidents of non-compliance and de-regulated behaviour are well managed to optimise pupils' access to learning using evidence based strategies such as SCERTS and the Zones of Regulation in conjunction with support from the school based therapy team.

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Physical development programmes are monitored by school based professionals to ensure progression from individual starting points in a wide range of areas including mobility, motor development and recognition of support in curriculum areas such as RSHE and PE.

Cleaswell is currently part of a project with Active Northumberland designed to get pupils with SEND more active using various leisure facilities across the County. This forms part of our commitment to promoting healthy lifestyles within school, whilst forming strong partnerships with other services in Northumberland.

Food and nutrition is managed with input from external agencies such as the school nursing team, SaLT and dieticians to ensure pupils can experience a varied and healthy diet. This is an area of difficulty for many of our pupils and an area of focus this academic year.

Creative Arts opportunities are offered in lessons, as part of project based learning approaches, and through planned performances, sometimes using external performing arts environments. These activities promote self-esteem and the development of independence and confidence.

Literacy development review has taken place including the identification of a cultural reading spine to ensure pupils access cultural capital through forming a love of books from a wide range of origins, developing a 'word rich' vocabulary and communicating in a variety of different ways using a range of accessible technology.

Comprehensive training and research has been carried out within RSHE in order to get a better understanding of how to meaningfully support all students in school, including those with complex needs and physical disabilities, and provide an RSHE curriculum that delivers impact and purpose for the future.

The PSHE curriculum incorporates key aspects of emotional and mental health and wellbeing within lessons and through discrete deep learning weeks as part of national initiatives. Targeted interventions enhance pupils' ability to discuss their feelings, issues and ideas which include; drawing and talking, ELSA support, SandStory Skills and 1:1 mental health champion sessions. The school uses external support services to provide a graduated approach to supporting mental health and wellbeing amongst staff and children within school.

We have a school based Mental Health Lead.

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.



# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

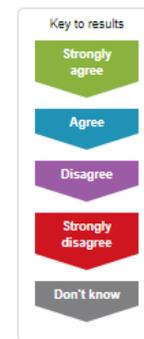
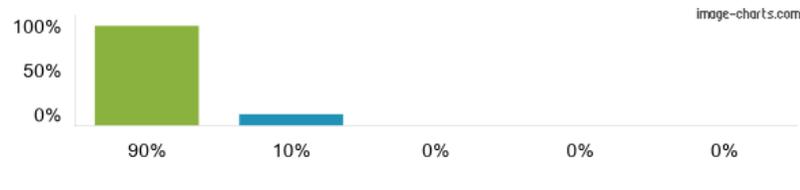
Cleaswell continues to be an inclusive and supportive environment where pupils feel safe and secure. We are continuously working to ensure we challenge views, raise awareness and outline where support is available for young people with regard to any LGBTQ+ issues or enquiries. We work with Trinity Youth, a local youth initiative who provide a drop in service within school for pupils who would like to have further conversations.

Pupil Premium Strategy is published annually in the Autumn Term and reviewed with Governors. Monitoring visit 10 November 2021. Report available.

Supportive transition programmes are in place to ensure older pupils are prepared for their next steps in learning, education or employment. Options for further education and employment are carefully considered and well-focused discussions take place through individual careers interviews conducted by a member of the Northumberland Careers Guidance Team with students and with communication to parents and carers. Strong links with other providers and agencies in relation to continued learning and employment opportunities are made and built upon with an HLTA who has a specific role as a work experience and transitions coordinator. Careers Education, Information Advice and Guidance (CEIAG) Progression Model highlights enabling character traits and transition pathways.

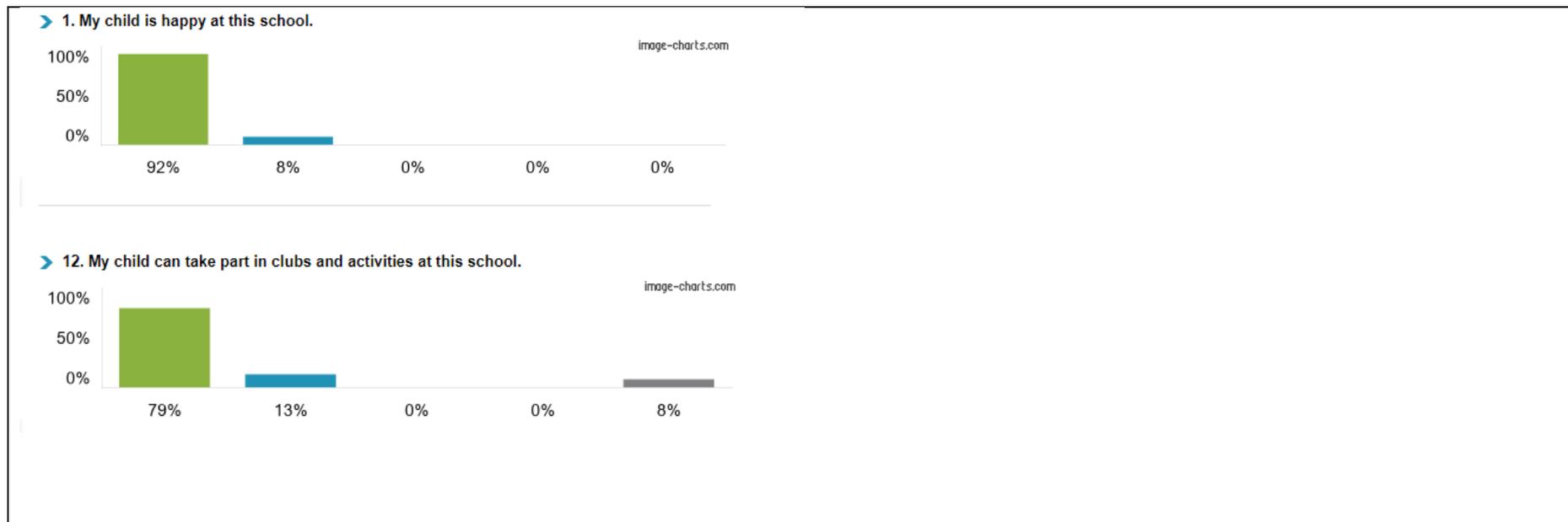
Parent view:

### > 2. My child feels safe at this school.



# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22



### Why PERSONAL DEVELOPMENT is not the grade below

- PLIM Targets linked EHCPs reflect holistic development
- Capable, enabling environments that meet the needs of all pupils to personally succeed against individual targets
- Tailored interventions including those in mental health and wellbeing to provide a more graduated response to need. EMHP based in school as part of MH trailblazer currently working with 3 students
- New mental health policy in place to support pupil wellbeing and a separate policy ratified in 2021 to support to staff wellbeing
- Enrichment activities inc. specialist days, focussed deep learning weeks/events. Extra-curricular activities 3 nights each week/Holiday Clubs- range, quality and take-up/residential visits/use of community facilities
- Strong pastoral support throughout school
- Staff CPD inc. current and up to date reflective the needs of pupils in school e.g. SandStory Skills, Play therapy
- Pupil Premium Strategy directs opportunities for most disadvantaged pupils
- Develop individual talents through creative arts activities

- SEND framework for PSHEE and RSHE. Pupil progress tracked and monitored for support. High quality education within RSHE tailored to personal need of complex pupils in school
- Active citizenship/School values and character education demonstrated
- Excellent relationships with FE providers in order to provide transition to appropriate onward destinations
- Robust CEIAG programme and website compliant
- Subscription to CEIAG County SLA ensures impartial advice and guidance for all students from Y9+

### Leadership and Management

Intent: 'Systems Leadership' opportunities drive improved outcomes for pupils, through the development and implementation of an evolving, pioneering and innovative 5 year development plan

#### SIP report (July 2021)

**'Leaders, including Governors, have remained incredibly ambitious and visionary, striving to consider further improvements'.**

**'Leaders are supporting the education system more widely in their work with other schools...working proactively with the LA and other schools in supporting best practice outcomes'.**

**'Safeguarding is an area of strength at Cleanswell, as all aspects of keeping Children Safe in Education are embedded as staff talk confidently about how they support and manage safeguarding issues'.**

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, Pathways)
- Significantly high levels of support from community partners and parents
- 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 investment in workforce development in 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.

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.

The Leadership Team includes occupational therapy and speech and language therapy and the integrated nature of leadership facilitates an interdisciplinary approach, with shared common goals to optimise pupil outcomes and provide a seamless experience of education and therapy.

Staff across school relentlessly pursue excellence with a track record of success including; NPQSL, 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 and key areas of school improvement, together with a timely Implementation Plan, Phase Development Plans, Pathway SWOTs, staff Appraisal targets and the Professional Development Programme form a robust School Improvement Cycle.

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.

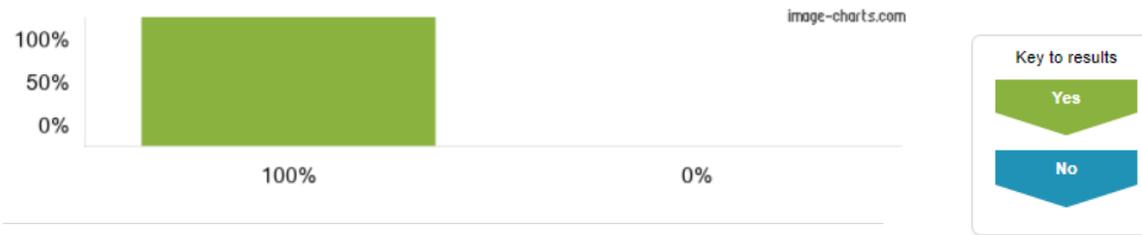
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# CLEASWELL HILL SCHOOL

## SELF EVALUATION SUMMARY SEPTEMBER 2021/22

Parent view:

➤ 14. I would recommend this school to another parent.



### Why **LEADERSHIP AND MANAGEMENT** is not the grade below

- Actions from our last 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)
- Constant drive to improve outcomes
- 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
- Safeguarding of pupils is prioritised