

Cleaswell Hill School Climate and Ethos Evaluation

This evaluation was carried out on the 25th November 2021 by Jeni Ling, Education Consultant. Interviews were carried out with Parents, teaching and non-teaching staff, students governors and the Headteacher.

The learning environment

The learning and teaching environment is strongly characterised by orderliness, courtesy and shared regard among staff and pupils. All students staff and governors report feeling valued, understood and supported by everyone in the school community.

The Vision is very visible and a living vision. Stakeholders have shown that they are very aware of the vision for the school which underpins all aspects of the school culture.

- Inspire the Child
- Discover your Future
- Empower the community

Expectations and achievement.

- All staff at the school are clear about their role and responsibility regarding supporting the school's values. The values permeate throughout all aspect of the school and are recognised and valued by all the stakeholders. Parents are well informed and involved with the progress of their children and are very involved in celebrating achievement. There are high expectations of achievement and behaviour which are realistic and personal to every student. Students are aware of their own personal and learning needs, their strengths and areas for development and feel very supported and understood by their teachers and the wider school community. Governors are experienced and well informed about the school and are able hold the HT and school to account.
- HT has created a culture of relaxed change, school moving forward rapidly, tsunami swell of good things happening, with key role for the extended leadership which now includes a very effective Occupational Therapist.

Relationships and morale

- Relationships and morale are strengths of the school. There is a culture of mutual respect, support and co-operation between school leadership and staff, staff and students and parents. There is a strong sense of commitment from all staff, who routinely go above and beyond for the sake of the students. The team spirit is demonstrated throughout the school, from the Headteacher down, where all staff support and encourage each other. The school is seen by stakeholders as a family.
- Communication is clear and effective. Within the school this is through phase meetings, general emails, bulletin all keep updated, and beyond the school to parents through home school diary, Tapestry, and informal discussion on the yard.

Staff, students, and parents recognise the vision and values in practice throughout the school

Behaviour

- As a SEND school, each student has highly personalised individual needs which all staff are aware of and responsive too. There is a strong positive ethos supporting students in understanding and managing their behaviour. Staff look for causes of behaviour rather than blame. Students are given the space and time to cope with and understand their and others behaviour. There is no shouting by any staff at Cleaswell. Good parent school communication further supports students' needs.

Parents: relationships and communication.

- Effective and supportive parent/school relationships are a cornerstone of the ethos and culture at Cleaswell. Excellent home/ school communication supports the continuity of support for each student. Two way communication is consistent and regular, enabling the parents to be full partners in their child's school life, a number of whom are encouraged and supported to work in the school. Parent feedback is extremely positive, all appreciating the strength of commitment and support all staff have for their child.

A caring, safe atmosphere.

- All stakeholders feel the school is very caring and a safe place for their children, their children are happy. The school is responsive and well able to address even the complex medical needs of some of the students, the parents have a high level of trust in the school. Students feel safe and supported.

Outside agencies: their contribution and value

- New appointment of an occupational therapist has strengthened the school's own team and enabled them to build effective links with outside agencies. The schools internal intervention processes very effective

Wider community perceptions

- The school enjoys good relationships with the wider community who are very supportive of the school. Any issues eg parking are quickly resolved.

'The school wraps itself around the school community and its needs'. Governor