Local Authority School Improvement Partner Report – Spring 2022

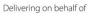| Name of School Cleaswell Hill	
Headteacher:	M.Jackson
Chair of Governors:	T. Chrisp
School Improvement Partner:	L.Watson
Date of meeting:	7th Feb 2022

Part 1	Most recent Ofsted Inspection Judgement (Month/Year)	Current School Self Evaluation	Emerging LA Evaluation
Overall effectiveness	xxx	Outstanding	Outstanding
Quality of Education	Only complete these sections	Outstanding	Outstanding
Behaviour and Attitudes	if the school has	Outstanding	Outstanding
Personal Development	been inspected	Outstanding	Outstanding
Leadership and Management	under Section 5	Outstanding	Outstanding
Early Years/Sixth Form (delete as appropriate)	since September 2019	Outstanding	Outstanding

Contextual Information

Type of school	SEND		Current number on roll	194	
Number and % of SEND pupils		100%	Number & % of disadvantaged pupils		46%

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Has the Headteacher/Governing Board ensured that:

Statutory safeguarding protocols/checks in place 'Keeping Children Safe in Education'	Yes/No
Website compliant with the most recent statutory guidance (maintained schools) (academies/free schools)	Yes/No
Pupil Premium Strategy Statement is available on the website and uses the appropriate template (Using pupil premium: guidance for school leaders)	Yes/No
SEND Information Report available on the website (Special educational needs and disability (SEND): detailed information)	Yes/No
Parent view reviewed/school parent survey carried out	Yes/No
Ofsted 'requested' documents (*para 78*) in place	Yes/No

The focus of this visit will be the implementation (teaching, learning and assessment) of the quality of education. This could include:
- **Lesson visits**
- **Pupil voice activities**
- **Work scrutiny**
- **Discussion with leaders**

Part 2

Quality of Education
Evidence to support the implementation of the school's curriculum (please consider all pupil groups) • Discussions with curriculum/subject leaders and teachers about the programme of study that pupils are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum. *Cleaswell Hill provides for a diverse range of SEND pupils who require a personalised approach to learning within the context of a curriculum framework, linked, where possible to the National Curriculum. The school has devised 'progression models' **subject areas/areas of learning**, which include sequential learning opportunities at a*

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*level commensurate with pupil's levels of ability as determined by the complexity of their SEND presentation. Assessment is at the heart of the learning taking place at Cleaswell Hill and this includes a comprehensive baseline of ability which informs the curriculum **pathway** pupils embark upon. Expectations are very high for all pupils and there are intervention programmes in place to support pupils reaching their potential. Pupils' who are identified as at risk of not making satisfactory progress are swiftly allocated to specific bespoke interventions and high levels of support. Pupils at Cleaswell Hill make at least good or better progress in relation to their EHCP, subject and personal targets.*

- Do teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught?
There is an emphasis on supporting the quality of learning further this term and plans are in place to monitor and support teachers to continue to deliver high quality teaching within a culture of supporting best outcomes. A cohort of pupils are accessing 'traditional' subject based learning, but the majority are following specialist approaches to teaching, learning and assessment. All information presented to pupils including visual communication, symbols and subject specific information is presented in line with an agreed approach to meet needs and this is highly effective as pupils are making progress in line or above expectations.

- Do teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback? Do they respond and adapt their teaching as necessary?
*A systematic approach to assessing pupils understanding includes opportunities to check whether pupils can generalise **and apply** taught knowledge and skills in functional situations. Cleaswell Hill has developed its assessment framework to ensure variation in data is minimised in order to build upon a highly valid and robust system of assessing pupils understanding. Teachers are highly skilled at assessing for understanding and ensuring pupils have every opportunity to learn from feedback. All staff at Cleaswell Hill, who work directly with pupils, are highly responsive to need and as a result they adapt their approaches, differentiate learning and tailor language to pupils' levels of comprehension.*

- How do teachers and leaders use assessment? Do they use it, for example, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic?
The school has carried out in depth assessments when pupils have returned to school following covid restricted periods and/or when pupils have not attended school due to their vulnerability to infection. As a consequence, data has been analysed and intervention programmes swiftly put in place to limit the gap between those pupils who have attended school as much as possible, those who have been absent through illness or shielding and those who have been absent and unable/unwilling to access home learning programmes. As a result, disadvantage has been minimised accordingly. Assessment is strongly linked to curriculum pathways and teachers are skilled at analysing information to inform next steps within a progressive approach. The data lead/AHT is innovative in the approach to collating and analysing data to support validity and relevance. Cleaswell works with partner schools in continuing to devise and support robust systems of assessment within the SEND sector. PLIMS assessment information links to EHCP enabling leaders to monitor progress towards meetings short- and long-term goals linked to statutory assessment. This supports progress highly effectively as targets are reviewed and changed within a culture where there is an expectation that pupils reach their optimum potential.

- How is reading prioritised to allow pupils to access the full curriculum offer?
The English curriculum is under review to ensure it meets the diverse needs of all pupils attending the school. Reading is prioritised and staff have been supported to ensure reading is optimised across the curriculum. Literacy has always been a highly prioritised area of the school's work as leaders understand the importance of this in relation to developing pupil's ability to access the community and develop independence. A SaLT is employed by the school and this provision enhances EHCP therapy

provision highly effectively in relation to supporting children to develop the pre requisite skills necessary to access literacy. The SaLT works within a highly collaborative approach with the lead OT and education staff to ensure pupils can access literacy at a level commensurate to ability. This includes: postural support, sensory integration therapy to support sensory regulation, language acquisition, attention and listening, phonics and on-going assessment of language and comprehension. Pupils who can decipher text have many and varied opportunities to do so. A cohort of pupils access social sight vocabulary and pupils with severe and complex needs, who are unable to access reading, are provided with every opportunity to develop their levels of engagement and communication. More able pupils access accreditation in En.
Story, including social stories is a strong feature in school and texts are linked to pupils' levels of understanding. Improved resources support pupils developing a love of reading/story.

- Discussions with teachers around their knowledge of the subjects they teach.
  Cleaswell Hill has subject specialists and offers a range of GCSE qualifications for the oldest, most able cohort of pupils. Subject teachers are highly skilled at differentiating the curriculum as all pupils in school, even the most able, require a differentiated approach. Teachers are involved in work with partner schools on the development of subject specialisms and access LA CPD appropriately. All pupils do not learn at a rate commensurate to their mainstream peers due to their complex profile of SEND. However, teachers maximise opportunities for pupils to learn from a broad and balanced curriculum provision.

- Observations of, and interviews with, pupils or classes, including scrutinising the pupils' work.
  Pupil output is being reviewed within the context of the En review. The subject lead and lead OT are working to increase opportunities for pupils to record their understanding of lesson content/key concepts and this includes specialist IT (Voice Output Aids) for example. Pupil's work is of a high standard and where this does not link to the National Curriculum staff evaluate and annotate work within the context of pupil's ability to reach their targets. Accreditation portfolios are up to date and evidence of pupil's progress and achievement is in line with expectations. Pupils take pride in their work and are consistently encouraged to do their best. Observations during the lunch break reinforces evidence of how staff seek opportunities to listen and respond to pupil's views. ASD, non-verbal pupils have extensive access to visual symbols to ensure they can 'voice' their views and make choices throughout their school day. Pupil surveys reveal 100% of pupils enjoy school and feel safe.

- Reviews of schemes of work or other long-term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.
  Long term planning across the three curriculum routes is fit for purpose in supporting effective implementation of the curriculum. Planning includes sequentially planned learning tasks linked to assessment criteria.

Responses to emerging questions from autumn visit

- *Data analysis remains comprehensive in influencing change and improving outcomes.*
  The curriculum is embedded and monitoring includes 'deep dives' carried out by curriculum leads, phase leads and senior leaders. Information is fully utilised to improve provision further.

Emerging questions from spring visit

- *Following significant work on the structure and implementation of the curriculum the focus this term relates to improving pedagogy. CPD on how to support pupils to problem solve and apply taught strategies independently has been effective and staff are utilising metacognitive approaches in their work with children and young people.*

*As part of a continuous approach to supporting the highest quality teaching, staff are tasked with carrying out key classroom-based **action** research on how individuals learn and their analysis is expected to lead to further improvements in teaching and learning.*
How will this be measured and what evidence will be collated? Does analysis lead to impactful outcomes?

Behaviours and Attitudes

Evidence to support the school's self-evaluation (please consider all pupil groups)

- How the school demonstrates it has high expectations for pupils' behaviour and conduct. (How well these expectations are commonly understood and applied).
  The school has a robust approach to the management of behaviour including bullying and all reported instances are followed up and reported upon. This includes working with families to support the understanding that some behaviours are a communication. The school's approach includes supporting positive relationships and an understanding of tolerance and respect. Staff are taught to adapt their practice in support of individuals needs and the NAPPI approach is impacting upon a consistency of approach. Staff utilise NAPPI guidelines effectively in identifying the stages and antecedents leading to dis-regulated behaviour and they implement taught strategies very effectively. NAPPI provides a 'tool kit' of responses to de-escalate potentially harmful behaviours. All staff understand that dis-regulated behaviour results in lost learning opportunities. 100% of staff, working with children, have undergone NAPPI training and there is strong evidence this is impacting on pupil's ability to access the curriculum.

- How pupils demonstrate respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school.
  Social skills are taught discreetly and at every opportunity throughout the school day where good manners and respectful behaviour is an expectation within the context of pupil's cognitive ability and SEND diagnosis. Opportunities to support social skills during lunch times, for example, include use of cutlery and using please and thank you appropriately. Social skill development leading to pupils being able to access the community is a strength and all staff understand the need to support pupils to learn how to behave appropriately in social situations. Pupils have opportunities to generalise taught social skills and some pupils have individual targets related to this.

- Pupils' attitudes to their education; how committed are they to their learning, how well they understand how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
  Within the context of pupil's diagnosis of SEND and commensurate to ability pupils respond excellently to the school's expectations related to positive attitudes to learning. Consistently pupils demonstrate highly positive attitudes to learning from their starting points, which have often been disillusionment with classroom-based work. Pupils are taught how to think about their learning within a developing metacognitive pedagogy. The whole school community takes pride in pupil's achievements and there is a strong understanding regarding the building of pupil's self-esteem as learners as this impacts upon motivation to learn.

- How well the school analyses and responds to, pupils' behaviour over time

  There is a breadth and depth to the analysis of pupil's behaviour and some pupils have behaviour plans which are reviewed and analysed to ensure they are fit for purpose in helping staff learn how to ensure pupils are accessing learning to the best of their ability.

  'How well the school is tackling absence and any persistent absence rates for all pupils this includes, consider the extent to which low attenders are improving their attendance over time and whether attendance is consistently low.

  Clearly absence rates remain affected by Covid. Staff teams continue to develop trusting relationships with parents which results in an honest sharing of information and an understanding of reasons for absence. 100% of absence continues to be followed up diligently and school ensures parents have been updated on covid related absence and how school is working hard to ensure it is a safe place to learn. Autumn term figures are 90.5% attendance. To date February figures are 84.34% attendance recorded. There remains a highly robust approach to attendance which supports pupils and families in understanding how important this is in relation to learning and the development of independence. The school works well in partnership with LA agencies in support of attendance.

- Evaluation of any permanent or fixed term exclusions, the procedures surrounding these and the reasons for them, and the impact of support given. *NA*
- Views of parents, staff, those with responsibility for governance and other stakeholders.

  Parent View evidence strongly supports the school's views on how effective provision is in supporting safety and learning. 100% of parents who have responded to Parent View recommend the school to others. A parent's group is established and they work together to decide topics to discuss with a view to supporting a growing understanding of their child's needs. Pre covid, Cleaswell Hill engaged in a range of parent/family activities on site and there are expectations that teams will be able to engage further with parents in sharing learning outcomes and celebrating success next term. Parent governors are active members of the school community and they voice their support of how well school supports families during link visits, reporting back to the full governing board appropriately.
  Visitors to school, including families seeking placement, are highly complementary regarding the school's positive culture and ethos. They comment upon the school's strong sense of purpose linked to developing pupils learning and ensuring a safe community. A recent visit from an experienced education consultant, linked to the HTs appraisal, was planned as a means of determining how robust was the school's culture and what is the impact of this on provision. This work involved collating evidence from the full range of school stakeholders. The resultant report is highly complementary in reinforcing leaders, including governor's belief and understanding of the impact of the strong vision and values associated with the school on pupil's quality of life.

Responses to emerging questions from autumn visit

- *Absence data continues to be scrutinised and follow up is robust in ensuring families are aware of school's expectations. During this SIP visit the HT discussed absence of pupils who are considered clinically vulnerable and how school is working to support parents' concerns regarding the management of covid. He talked in depth regarding key pupils and is clearly highly aware of any potential issues with regard to the risk of persistent absence. It is clear there is a comprehensive approach to supporting pupil attendance.*

Emerging questions from spring visit

• *The continuing impact of NAPPI will form part of the next SIP visit. What evidence is available to demonstrate this approach is embedded and impactful?*

Personal Development

Evidence to support the school's self-evaluation (please consider all pupil groups)

- How does the curriculum extend beyond the academic, vocational or technical to provide opportunities for pupil's broader development?

  Pre covid this was a very strong feature of provision at Cleaswell Hill. The school remains highly committed to providing opportunities to further enhance the all-round development of pupils by accessing enrichment actives and opportunities to generalise learning within functional situations. Work related learning opportunities are planned for this school year and this includes a wide range of opportunities for students to engage in community learning. Staff utilise project-based activities outdoors to extend learning opportunities beyond the classroom. The school works with specialists in RSE and mental health in support of pupil's well-being. There are a range of agencies who support the work of the school in ensuring pupils can feel safe, for example, to pursue interests including respite care. The school's drama group has continued to host productions at an off-site facility suited to school musical productions. They are presently rehearsing for 'Billy Elliot' and hope to invite a community audience to their shows next term. Drama and music are a vibrant part of the school's provision and there is strong evidence of pupils growing in confidence, independence and self-esteem as a result of this element of the curriculum. Pupils are able to talk with confidence about their roles in plays and productions including making stage props and they talk with pride about learning lines and working as a team. The whole school community and families highly value these productions and all share the sense of success and pride in pupils overcoming individual barriers to performing.

  How well does the school's wider work support pupils to be confident, resilient and independent lifelong learners?

  Within the context of pupil's diagnosis of SEND and commensurate to their ability pupils are given every opportunity to develop confidence and resilience in undertaking bespoke activities linked to prioritised areas of learning. There is strong evidence, on learning walks, that pupils work hard to overcome barriers to learning with the support of staff who structure their approach to optimise independence. The development of independence is a very strong feature of the schools work further enhanced by the metacognitive approach to learning which is being adapted and developed in school. Staff talk about the need for all pupils to be engaged in purposeful activities as much as possible in optimising learning opportunities.

- Does the school prepare pupils for life in modern Britain, developing their understanding of British Values?

  Within the context of pupil's ability to understand British Values. The most able cohort have a growing understanding of life in Britain including how to stay safe, making safe choices, the management of social media and how to develop independence.

- Pupils understand how to be responsible, respectful, active citizens within their communities.

  This is part of the social skill, SMSC, approach in school. Wherever possible Cleaswell Hill pupils are supported to understand how to become responsible for their own actions and to generalise this within their communities. Most Cleaswell Hill pupils require high levels of support to access the community, however staff take every opportunity to support appropriate responses during out of school activities. Parents are supported in their understanding of how to enable their children to access community activities i.e., meals in cafes.

- How do schools prepare pupils for future success in education, employment or training?

Cleaswell Hill has strengthened its approach to RSE to provide further opportunities for young people in school to understand the importance of making and sustaining positive relationships and making safe choices. Leaders understand this is a fundamental aspect of leavers experiencing success beyond school. Social skills and SMSC is a strong feature of the school's curriculum in supporting pupils understanding of their world and their place within it. Post 16 students access discreet teaching of work-related learning skills. There are no NEETs and all students are prepared for transition beyond school highly effectively. Families are involved in decisions on future opportunities beyond school and Post 16 staff have built lasting, strong relationships with work place, FE and social care providers which enables students to continue their learning journeys.

- What is the impact of the school's curriculum around protected characteristics?
  Staying safe is consistently revisited as part of the school's curriculum. Equality of opportunity is highly evident in all aspects of school life. All pupils are included in all activities which are differentiated to need and ability.

Responses to emerging questions from autumn visit

The RSE lead continues to work across school in reviewing the approach to relationships and sex education for all cohorts. Pupils' ability to learn abstract concepts is a consideration and the curriculum approach is differentiated to take account of all levels of ability.

Emerging questions from spring visit

- *How is the RSE policy review progressing and what impact is expected once changes are made?*

Leadership and Management

Evidence to support the school's self-evaluation

- Through monitoring activities, what do leaders and governors know about the quality of education the school provides for **all** pupils?
  Monitoring activities have continued in school throughout the pandemic but observations of classroom practice have been kept at a minimum to alleviate risk. Learning walks and 'teams' contact with staff have provided up to date information on the quality of teaching, learning and assessment and areas of concern resulting in agreed points for further development. Curriculum development has progressed and assessment remains at the heart of the school's work. The quality of education is an agreed 'outstanding' aspect of Cleaswell Hills on-going work. Governors have continued to attend link visits and face to face meetings have been carried out whenever this is deemed safe. The Chair and Vice Chair are highly proactive and seek regular contact with the HT to offer support and challenge. Governors have been updated on changes to statutory duties including the EYFS curriculum and the Engagement assessment model. They ask relevant questions and seek clarification on key aspects of reports/evidence. Governors are aware of the focus on teaching and learning in relation to pedagogy and classroom- based research. They support the culture where reflective practitioners learn from theirs and others practice in the development of excellence in the classroom. Data has been presented to governors with a focus on how does Cleaswell Hill support a 'recovery' curriculum enabling pupils to, as quickly as possible, re-establish pre covid levels of achievement. Leaders and governors work in close partnership and as a result they are able to ask searching questions developing a deep understanding of the quality of education at Cleaswell Hill as a result. The HTs reports to governors are highly detailed and include information from various key members of the senior leadership team. Leaders work highly effectively in

maintaining relevant assessment systems which inform the quality of education judgement. If pupils are at risk of underperforming the school swiftly provides additional interventions to support and optimise learning. This approach is under constant review to ensure it has the expected impact. All pupils are expected to meet or exceed progress and achievement expectations by the end of the school year. If pupils are exceeding expectations further challenging targets are put in place to optimise potential.

- What impact does the self-evaluation process have on the effectiveness of the school's provision?
  This is a real challenge for Cleaswell Hill leaders as the school works with all age ranges in all aspects of SEND and as a result of the dynamic nature of the provision and its highly responsive approach to learning, there is much to evaluate. As a result, the SEF is under regular scrutiny to ensure evaluation is clearly linked to key school improvement priorities. The HT is working on a 5-year strategy and this is based upon a longer-term view of: -
  - *the changing needs of the population attending the school*
  - *political and economic barriers*
  - *government policy*
  - *workforce development*
  - *the financial implication of meeting targets*
  - *a vision which focuses on Cleaswell being the 'best version of itself' in providing excellence in teaching, learning and assessment within the context of an evidence-based approach.*

  This work and the on-going improvements to provision are strongly rooted in effective and robust self-evaluation. Leaders are highly aware of the areas of priority; they know their school well and all are committed to developing the provision further.

- What pupil voice activities have been carried out and how have the responses been used?
  Cohorts able to use voice are involved in a wide range of activities in support of their views influencing provision. Pre covid the school had a pupil's forum of representatives from classes who met with senior leaders to discuss aspects of the life of the school. This group presented the views of the wider population at Cleaswell and staff made relevant changes as a result of pupil's ideas. This forum will be re-instated when safe to do so. Pupils' views are collated and analysed as part of an annual stakeholder survey and annual review processes include seeking pupils' views on their progress and achievement. Relevant changes to targets within the EHCP are made following pupil's evaluation of achievements. Pupils who are non-verbal are involved in a close observation approach where staff, who know pupils involved very well, are able to interpret behaviours and communication and make necessary changes to enhance provision.

- How does CPD develop the teachers' content knowledge, so that they can deliver better teaching for pupils?
  The CPD programme development is closely linked to an evaluation of need to ensure staff have the specialist skills and knowledge to teach the highly complex and severe needs of pupils attending Cleaswell Hill School. Without this, pupils would not achieve in line with expectations. Teachers are involved in systems leadership activities across the county and beyond as a means of learning from best practice. The DHT has recently evaluated the schools CPD programme and policy to include an evidence- based approach to supporting staff's delivery of consistent high-quality teaching.

Responses to emerging questions from autumn visit

Cleaswell Hill continues to develop a vibrant, positive culture where staff go above and beyond to support best outcomes. The school continues to strive for a consistently outstanding approach to the education of some of the most vulnerable children and young people in society. Leaders have an in-depth understanding of the needs of pupils in the school and they work diligently to support staff in delivering high quality teaching.

Emerging questions from spring visit

Cleaswell Hill works with a very wide ranges of SEND and all age ranges. How are leaders managing the challenge of evaluating this highly dynamic environment?
How are phase leaders and therapy self-evaluation informing school development?
Progress towards a 5-year strategy.

Early Years (EYFS)

Evidence to support the school's self-evaluation

- How do leaders and staff implement the curriculum to ensure the 7 areas of learning are taught in a logical, systematic progression giving children the necessary foundations for the rest of their schooling?
  The curriculum is under constant review to ensure it meets the needs of the highly complex cohort of EYFS pupils. All pupils in this cohort learn as individuals as a result of their severe and complex presentation of SEND. Most have a diagnosis of ASD, resultant, in an inability to share the focus of attention with other learners and staff. A highly personalised approach is in operation based on assessed need and the prioritisation of improving access to learning. Highly differentiated learning activities are planned linked to the 7 areas of the EYFS curriculum. Structuring play to enable pupils to develop attention and listening is a strong feature of the provision. The impact of therapy on this area of school is enabling pupils to develop pre-requisite skills for learning as swiftly as possible. Approaches include sensory regulation, SCERTS and Attention Autism. Progression is linked to PLIMS and Cherry Garden assessment criteria and developmental pathways are established as opposed to assessment linked to age related norms.

- How well do the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND and those who are disadvantaged?
  This is 'outstanding' within the context of pupils SEND. Pupils are cherished and success celebrated at every opportunity. The curriculum is highly differentiated within a framework which includes 3 pathways. Assessment tools are well established and targets are set following comprehensive baseline assessment.

- How the school ensures children develop personally, socially and emotionally.
  This is an area of excellence within the provision. Staff are committed to providing every opportunity to develop PHSE skills and knowledge as they are aware that this is a major barrier to all pupils within EYFS. The Attention Autism approach is utilised in support of pupils developing social skills, for example eye contact, to enable pupils to work alongside one another successfully. Positive social skills are modelled by staff and overtly taught to pupils to remind them of the need to tolerate change,

transition between activities and listen for increasing periods of time within a group, for example. Personal skills are taught across the school day including the management of personal care. The individual characteristics of pupils are celebrated and positive traits enhanced in support of confidence and self-esteem. Perseverance to complete tasks is an area of priority as weaknesses in attention and concentration are a barrier to pupils working for prolonged periods of time. Staff are highly aware of the need to develop pupils' ability to sustain attention and they work effectively with the school-based SaLT to set targets and agree programmes of support.

- Do staff develop children's communication and language (singing songs, nursery rhymes and playing games)?
  This is highly apparent within EYFS at a level commensurate to pupil's ability. The school-based SaLT supports communication interventions on a personalised level and targets are implicit within the EYFS assessment processes. Speech, language and communication coupled with engagement are priorities for all children within early years at Cleaswell. Evidence proves there are no missed opportunities to develop communication at a level which support pupil's development. Pupils who are non-verbal are encouraged to use symbols (PECS) to communicate needs and visual prompts aid understanding effectively.

- How do children demonstrate their attitudes and behaviours through the key characteristics of effective learning (playing and exploring, active learning, creative thinking and thinking critically)?
  From comprehensive baseline assessment pupils have key targets linked to accessing learning, sharing and turn taking. Pre-requisites for learning feature strongly in provision for the youngest children in school and staff work as a team to enable pupils to access learning, tolerate change and manage their behaviours. Curiosity and exploration of equipment and resources supports problem solving and staff are skilled at structuring play to ensure planned outcomes are met.

Responses to emerging questions from autumn visit

- *Cleaswell continues to try to manage the challenge of admissions within the context of space and staff capacity. The HT is working closely with the LA to find solutions to placement requests for September 2022. The new approach to admission is supporting a more homogenous group of pupils and this enables the school to meet pupils severe and complex needs effectively.*

Emerging questions from spring visit

- *What developments are planned to utilise classroom-based research within EYFS and what is the likely outcome? What areas of practice are staff keen to develop and how will these be prioritised.? Is there still an EYFS/Phase 1 SEF and does this link to staff's perceptions of areas requiring improvement?*

Sixth Form

Evidence to support the school's self-evaluation
  - Do leaders and teachers have high expectations for attainment and progress of all sixth form students, including disadvantaged and SEND?
    Following covid absences students have been supported to regain pre absence levels of progress and achievement. This has involved intensive support through a recovery curriculum designed to meet individual holistic need in order to catch up on missed learning opportunities. Students are now in line to achieve or exceed expectations and those at risk of underperforming are quickly identified and supported further. Expectations are exceedingly high and school expects all students

will meet qualification targets over the next two terms. All students have robust transition programmes in place to ensure that expectations are built upon in new FE learning environments.

- Are the systems they use to monitor attainment and progress effective?

The school's systems for collating and analysing data are robust, relevant and valid. The assessment lead and phase 5 leader work as a team to ensure data is fit for purpose leading to termly reviews and making any necessary improvements which enable staff to plan highly effective learning tasks which improve outcomes.

- Do leaders and teachers provide a curriculum that includes progression and stretch?
There are ambitious plans in place for post 16 students which include many and varied opportunities to generalise skills in functional situations. The post 16 curriculum offer includes breadth and balance within a bespoke and highly differentiated approach. Students are all offered work related learning experiences as appropriate to complement and embed curriculum content. Leaders and staff are acutely aware of pupils' individual pathways and ensure a joint-up approach between essential areas of academic and vocational learning coupled with co-curriculum opportunities. The curriculum is highly responsive and reviewed annually to ensure that it effectively meets the needs of an everchanging cohort of pupils with increasingly complex needs, linked to their future pathway.

- Do teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught?
In line with whole school expectations Post 16 teaching staff and TAs are highly effective at delivering a differentiated approach to learning to meet the needs of a complex population of students. Information is presented to ensure students can access work and TAS work diligently to interpret information whilst still ensuring students are challenged to work at their best. All staff have extensive expertise and/or specialist training within the secondary curriculum, which supports highly effective and appropriately challenging subject content.

- Do teachers check students' understanding systematically, identify misconceptions and provide clear, direct feedback?
Formative assessment is an embedded feature within post 16. Pupil's understanding is checked frequently to ensure they are able to follow lesson content and an individualised approach ensures language and learning levels are appropriate to need. There is clear evidence of peer and self-evaluation through individual book scrutiny and learning walks that take place termly. Feedback is given in a personalised and appropriate way through a variety of formats.

- Is there effective provision for mathematics and English for those young people without GCSE grades 9 to 4
Students are involved in continuous assessment in order for staff to plan effectively. This informs which curriculum pathway students should follow. All students access English and mathematics through differentiated groups and accredited routes are designated to cohorts to enable students to maximise learning built upon prior knowledge and attainment. A cohort is undertaking GCSE, some are following Functional Skills qualifications and others are developing skills by learning through a variety of vocational and functional contexts allowing for skills application in familiar and unfamiliar contexts.

- Are students able to access work experience or industry placements and non-qualification activities (tutor time, volunteering opportunities for example)
Students access a wide range of opportunities to experience work related learning, work experience placements. This is an expectation of post 16 provision. Volunteering opportunities are available within the context of staff's capacity to support as a high majority of students require one to one support out of school to remain safe. The school works hard at developing provision to include voluntary work and following covid there are plans to develop off site opportunities further. The school has a designated HLTA who is responsible for work related learning and developing opportunities and connections in the wider community for the

future. There are currently 12 students accessing individual work-related learning placements. Group voluntary learning opportunities outside of school are also beginning for students within the Core learning pathway.

- How well do students develop personal, social and independent learning skills?
  This is a strength of post 16 as staff are fully aware that the development of independence is key to students accessing community activities post school. Social and emotional development is a strong feature of the work across school and within post 16 students have opportunities to learn about relationships, skills to manage elements of independent living, regulate emotional responses and build lasting friendships. Staff show the utmost respect for student's views as they encourage students to develop their opinions on key matters affecting their life. Pupil voice remains a key element of post 16 learning with areas such as careers questionnaires and class representatives.
- Do students achieve high levels of punctuality and attendance
  All students are transported to school due to their complex and severe SEND diagnosis. Staff maintain close relationships with parents and priority phone calls are made to vulnerable students to support wellbeing if not in school for prolonged authorised periods of time.
- Does students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study?
  Conduct and attitudes within post 16 are exemplary. This is the expectation and students respond well to this ensuring they are able to apply taught skills in functional settings. Access to a broad and balanced curriculum ensures that students can apply various skill in different contexts. All post 16 students have a PLIM and a progression plan supports attainment and identifies next steps in learning in either an educational, a social or a vocational setting. Post 16 students are supported through positive behaviour approaches and personal guidance with regard to conduct and attitude. Risk assessments and consistent approach plans are in place and shared with learner, parent/carer as well as external services, where necessary, to ensure collaborative successful outcomes.

Responses to emerging questions from autumn visit

- *Plans to ensure post 16 students can access off site learning opportunities are in place.*

Emerging questions from spring visit

- *The continuing impact of the pandemic in relation to opportunities to develop independence. For students unable to access off site activities how is post 16 managing this?*

Areas for improvement (linked to the school development plan)
- *Ensuring the impact of the En review results in improved outcomes in pupil's progress and achievement. Ensure staff understand what constitutes reading for non-verbal pupils. Intentions for the curriculum include what approach is planned for all 3 pathways.* - *Completion of the 5-year strategy and ensuring clarity of information in the year 1 horizon.* - *The SEF captures the essence of the school and information leads to positive planned change.*

- *Implement RSE improvements.*

Part 3

Other information to note
•

Feedback from the Headteacher
•

Requests to the LA for further support
• **NA**

Appendix:

Some key notes from the Schools and Early Education Inspection update 9th September 2021: https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021#changes-to-the-school-inspection-handbooks-guidance-and-inspection-instruments-from-september-2021