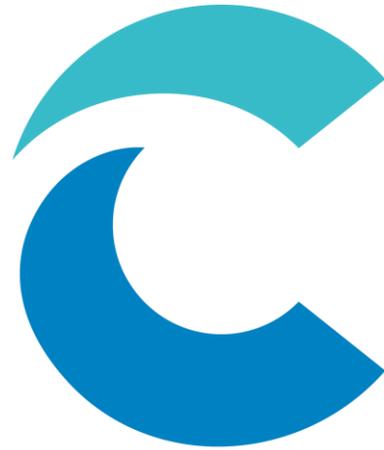


COVID-19 statement

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.



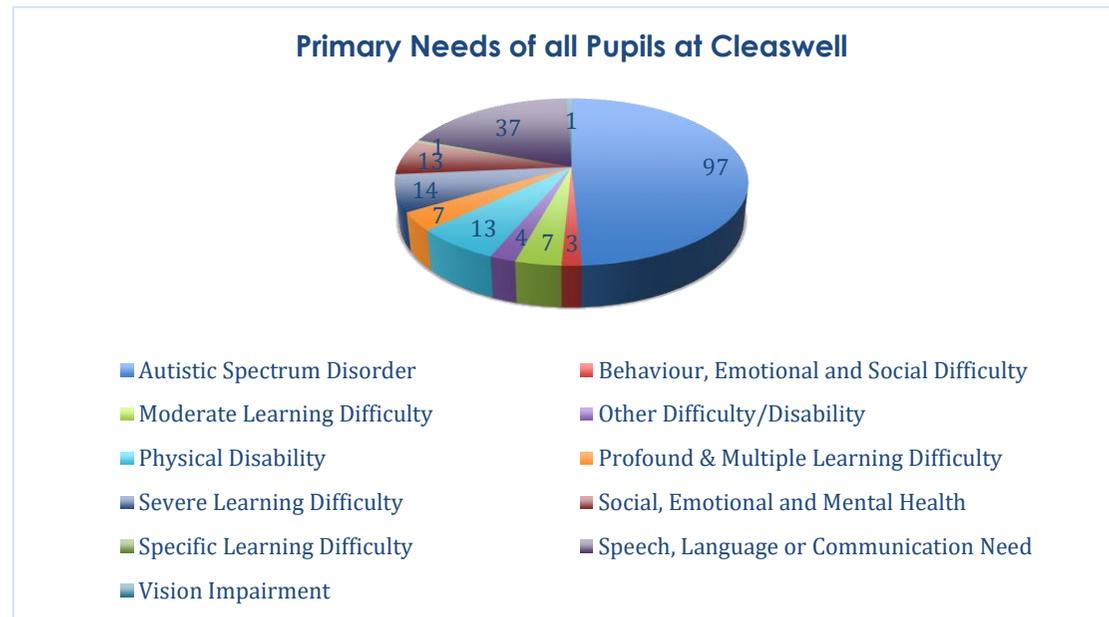
cleaswell
hill school
inspire. discover. empower.

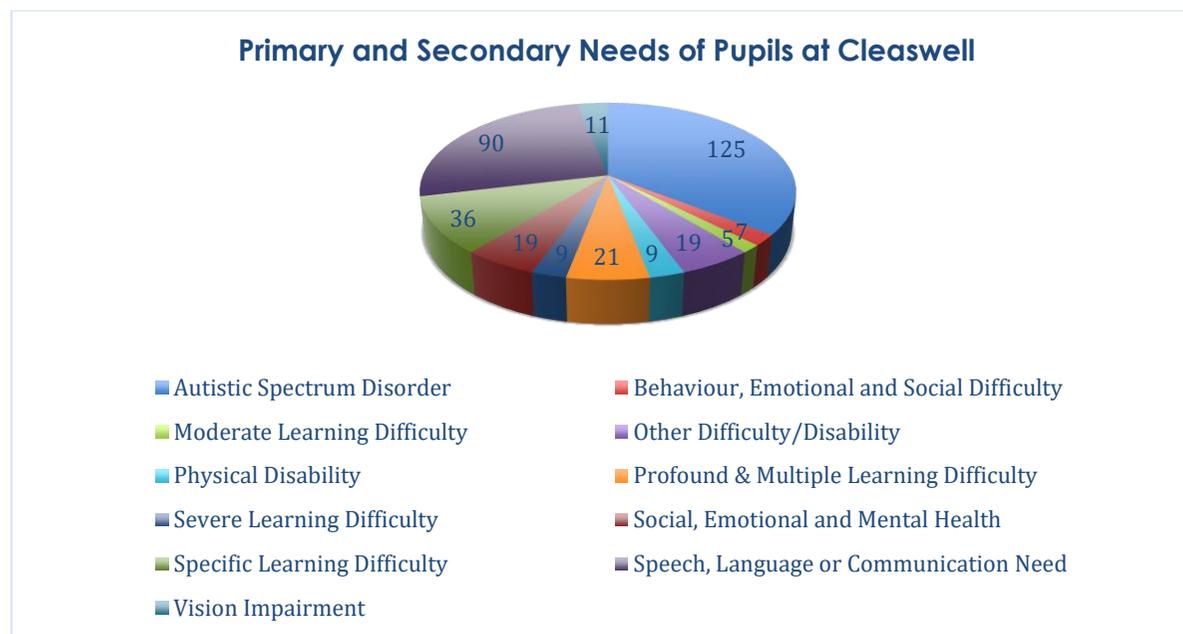
SELF EVALUATION

Context

Cleaswell Hill is a local authority special school in Choppington, South East Northumberland. An area designated as 1 of 56 'Left Behind' neighbourhoods according to a joint report by the All-Parliamentary Party Group and the Northern Health Science Alliance 2019. 'LBN communities suffer from the highest levels of combined social, cultural and economic deprivation'. 'Such areas have tended not to receive their fair share of available investment and they therefore lack the services and facilities that many take for granted'.

194 pupils on roll aged 4-18 years. 100% have Education, Health and Care Plans. 75% boys; 49% girls.
46% Pupil Premium Pupils, 41% of these receive FSM (20.8% national average in 2021).





School is organised into 3 'vertical', through-school Pathways (Engagement, Core and Extended) and 5 'horizontal', age related Phases with 4 classes in each;

Phase 1 EYFS/KS1- Phase Lead Suzanne Oliver

Phase 2 KS1/2 – Phase Lead Hayley Appleby

Phase 3 KS 2/3 – Phase Lead Helen McIntyre

Phase 4 KS3/4 – Phase Lead Jenny Moffitt

Phase 5 Sixth Form – Phase Lead Emma Steele

The dynamic nature and highly responsive approach to learning, together with the size of provision (all age, all aspects of SEND) means that there is much to evaluate. Our SEF is under regular scrutiny to ensure evaluation is clearly linked to key school improvement priorities.

Ongoing improvements to provision are strongly rooted in effective and robust self-evaluation. School Leaders are highly aware of areas of priority, know school well and are committed to develop provision further.

This SEF captures the essence of Cleaswell Hill School and information leads to positive planned change.

Since the last inspection, March 2017

Focus area	Progress and impact on pupil outcomes	Evidence in support of outstanding judgements
<p>Develop further the quality of leadership and management by: –</p> <ul style="list-style-type: none"> Continuing to identify accurately the changing and future needs of the school's pupil population Strengthening the range of expertise in the school to meet the emerging needs of pupils 	<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.</p> <p>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 2020 and ongoing into 2021.</p> <p>Since 2019? There have been significant advancements in curriculum and assessment of learning. SLT has judged provision by triangulating the quality of curriculum offer, teaching and learning and assessment outcomes. For literacy, numeracy and PSHEE this has been substantiated with partnership work with other SEND schools</p>	<p>5 year Horizon includes Quality of Education; Estates Management; Workforce Development; Training Hub Development</p> <p>Termly SIP Reports</p> <p>Governor monitoring visits. Reports available</p> <p>Curriculum documents</p> <p>Pathway Rationales</p> <p>Pathway Progression Models/Action Plans</p> <p>Phase leaders produce a Phase Development Plan and Flow documents</p> <p>EYFS SEF</p> <p>Sixth Form SEF</p> <p>Subject Progression Models and Action Plans. On website</p> <p>Yearly Subject Overviews are available on the school website for all National Curriculum Subjects and other areas of learning in school providing a broad-scope of content</p>

	<p>Continued to enhance the quality of assessment – Engagement Model Sept 2021</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>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 are collaboratively written each year 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>School leaders continue to access high quality CPD including NPQSL and bespoke support linked to vision, values and change management within the context of sustaining excellence.</p> <p>Utilising research and class- based enquiry to improve the quality of teaching and learning. Staff participating in, for eg. 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. Participation in National Pilots includes 'Strengthening Supported Internships'; Education Mental Health Practitioner.</p> <p>CPD has enabled phase leaders to effectively support school improvement initiatives with knowledge and expertise.</p>	<p>Medium Term planning</p> <p>Assessment data</p> <p>Intervention Programme</p> <p>Quality of Education improvement and development plan</p> <p>Integrated Therapy improvement and development plan</p> <p>Implementation Plan for annual whole school targets CPD policy/Progression Model and plan (CPD plan linked to Appraisal targets, identified skill gaps, local/national priorities eg. KCSinEd)</p> <p>Leadership Project – Jeni Ling (January-December 2019)</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>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>Strong partnership working with other schools and external challenge partners</p>
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	<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. Therapy Assistants employed.</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>Development of premises to increase suitability for changing pupil population. Focus on enabling environments- low arousal.</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>Quality target setting on EHCP long term end of key stage>yearly>PLIM targets</p> <p>Monitoring review being undertaken in Autumn 2021/Spring 2022 of Health and Social Care input discussed with service leads working towards improved EHCP outcomes</p> <p>Plus outcomes below</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 2019, which identified priorities for OT.</p> <p>In-school SaLT audit completed in Autumn 2021 to identify SaLT need. NHS SaLT audit identifies priority pupils for commissioned input</p> <p>Accessibility Plan significantly updated in Spring 2022</p> <p>Equality Information updated annually with Equality Objectives (2020-2024) published</p> <p>Report to be made available in Summer 2022</p>
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<p>Covid-19 Pandemic Response</p>	<p>School remained fully open during lockdown in March 2019 ensuring best possible attendance for most vulnerable pupil cohort.</p> <p>Remote Learning Policy; School Response to Covid document; Covid Catch-up Premium; Lockdown/Re-opening/Partial closure tiered models all highlighted factors influencing school's approach.</p> <p>Pupils continued to receive a broad curriculum when learning remotely. A planned sequence of work focussing on skills and knowledge through delivered/posted personalised Home Learning packs or virtual zoom lessons. Work was submitted for teacher feedback. Monitoring engagement with remote learning through phone calls, emails and use of tapestry. Continuity through weekly online assemblies and messages on the school websites in addition to sharing learning and keeping in touch through organised zoom social meetings for class groups and clubs.</p> <p>Returning to school focussed on purposefully rebuilding a culture of learning using 5 levers of recovery structured our holistic approach; relationships, community, transparent curriculum, metacognition and space. Activities focussed on PSHEE and wellbeing, re-establishing</p>
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	<p>routines, norms and values. Providing a sensitive response to the heightened sensory sensitivities after being at home for an extended period of time). Being aware of cognitive overload and ensuring a safe, enabling environment, being aware of 'masking' children and giving them control over their sensory/self-regulatory strategies.</p> <p>Baseline assessments on return to school. Close monitoring 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;</p> <ul style="list-style-type: none"> • 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. <p>*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.</p> <p>All Care Team Meetings/Case Conferences with Childrens Services attended remotely during Lockdown by DSL.</p> <p>Attendance figures during and since lockdown monitored by school and EWO with impact analysis of intervention.</p> <p>Employed Academic Mentor 2020-2022 as part of National Tutoring Programme to deliver interventions to catch up on lost learning.</p> <p>Staff learning during Covid written for Governors Autumn Meeting 2021</p> <p>Research piece on the effects of Covid on pupils with ASD- currently in draft</p> <p>Updated Partial Closures for 2022 on school website for all Phases.</p>
<p>EYFS Refer to EYFS SEF</p>	<p>As a result of highly effective leadership, provision in EY is outstanding as evidenced by the uncompromising and resolute drive for excellence, starting pre-admission into school to build relationships with parents and children and to support successful transition.</p> <p>The curriculum is built on the highest expectations and resourced appropriately. Integrated therapy is a strong feature of the learning offer.</p> <p>Assessment procedures track progress from sound baselines which informs planning and next steps. EHCP targets are accurately written.</p>



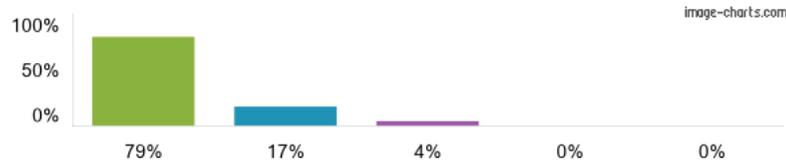
	<p>Partnerships with parents are fostered through the use of tapestry, Stay and Play dates, Parent Partnership meetings and are instrumental in working collaboratively to have a better understanding of individual children and how to help them best both in school and at home.</p> <p>Focus on communication and interaction giving each child a 'voice'.</p>
<p>Sixth Form Refer to Sixth Form SEF</p>	<p>Qualification Offer; Careers and IAG Policy; Pathways programme and Yearly Overview; Provider Access Policy all on website.</p> <p>Students ready for next stage of education, employment or training. Transition is carefully managed and we work closely with post school providers. Students have the skills and knowledge they need and where relevant, they gain qualifications that allow them to go onto destinations that meet interests and aspirations. All pupils despite their SEND achieve the best possible outcomes</p> <p>Global Bridge- online platform creating personal profiles creating opportunities post-16 for SEND in Northumberland.</p> <p>School actively involved in National pilot initiative 'Strengthening supported internships programme market information event'.</p> <p>School tracks leavers' destinations for 3 years to ensure successful transition and to impact on relevance of curriculum offer.</p>

<p>Quality of Education How school is sustaining improvements as a result of our evaluations</p>	
<p>Stakeholder evidence:</p> <p><u>Ofsted (March 2017):</u> <i>'A 'love of learning' culture is evident throughout the school'. 'Children across all key stages make sustained and substantial progress'.</i></p> <p><i>'Teaching is highly effective across the school because leaders' monitoring and evaluation lead to staff members' full engagement in the incessant search for improvement'.</i></p> <p><u>SIP Reports</u> <i>'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'. (July 2021)</i></p> <p><i>'Leaders, including Governors, have remained incredibly ambitious and visionary striving to consider further improvements which will culminate in a 5-year strategic plan'. (July 2021)</i></p> <p><i>'Evidence includes high levels of scrutiny in relation to ensuring that the curriculum meets the needs of all learners' (December 2021)</i></p> <p><i>'There is a strong vision to ensure school- based therapy provision is central to curriculum delivery within the context of a fully integrated approach to education and therapy' (December 2021)</i></p>	

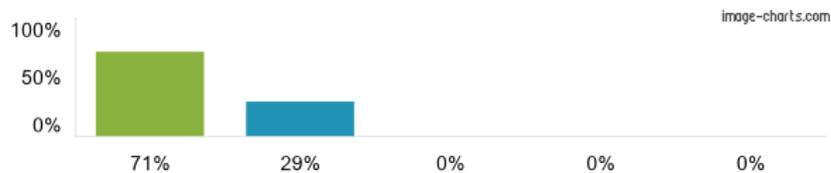


Parent View: (Responses up to 19.1.22)

➤ **7. My child has SEND, and the school gives them the support they need to succeed.**



➤ **9. My child does well at this school.**



Pupil View: (March 2022)

- 'Best school ever'
- 'The lessons have a good difficulty'
- 'DT is the best lesson because it's hands on. That's how I learn best, more practical'
- 'I like singing in drama. It makes me happy'
- 'It's high-tier teaching. TA's are just as good'
- 'Teachers' are really polite'

Curriculum, Therapy and Assessment

School Leaders have a strong and unwavering ambition to continually develop an energetic and diverse curriculum that meets the needs of **all** of our learners within the context of the complexity of provision; EYFS, all key stages and full range of SEND. Creating a learner driven curriculum, with a starting point based on teaching what really matters and removing gaps/barriers to learning in support of cultural capital success and character education strengths, needs and desired outcomes. We consider 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 interests, choices, needs and aspirations.

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 the three pathways through school; Engagement, Core and Extended. These are now clearly identified and embedded soundly in our learning offer.

Pathway Leads worked collaboratively to write rationales (website) and to progress cumulative learning through school demonstrated in Phase flow documents (website).

Links between elements of learning, building on prior knowledge towards end points is explicit in PLIM targets and subject overviews and medium term planning enabling learners to develop their knowledge over time.

Yearly 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. Leaders are confident that pupils' knowledge is secure, with carefully planned rehearsal to prevent lost learning, before they move along in the subjects/targets taught. In support of this, learning can be revisited as needed, making rich connections and transferring learning from short to long term memory. Collaborative Medium Term Planning between education and therapy ensures that an integrated approach, currently in PSHEE/RSHE and English subject areas, maximises pupil engagement and learning.

Following 'deep dives', Subject Leads compile Progression Models with updated Action Plans for all National Curriculum subjects and areas across school. Reviewed and updated annually. These are also available on the school website. Leaders ensure that resources stimulate children's concentration, curiosity and enjoyment, such that all pupils' make the best use of time to learn and remember the intended curriculum, for eg. the Leuven Scale is used in EYFS/Phase 1 to assess which areas of provision are impactful and which areas need adapting.

A broad and enriching range of co-curriculum activities take place alongside the core curriculum and complement what pupils are learning eg. visitors, educational visits, drama productions, After School Clubs, Lunchtime Clubs and Sports Teams.

Promoting a love of and teaching reading is prioritised across school with Leaders clear that the strategies used to support learners are the most effective so that all learners, as appropriate to diagnosis of SEND, have the reading skills they need for the next stages of their education. Pre-reading skills; early reading skills; Phonics (Essential Letters and Sounds, an approved DfE Phonics Scheme); beyond phonics. Gaps addressed through Launchpad to Literacy. Reading stations/zones are available in all classrooms.

Pupils are taught how to make safe choices, including consent and healthy relationships and apply their learning in daily functional situations. Learning about harmful sexual behaviours is supported through the PSHEE/RSHE curriculum. Staff are looking into the use of Beyond Referrals Assessment, Hackett Continuum, NSPCC HSB Framework to enhance the current offer. Online Safety embedded into the curriculum. Schools graduated response to mental health and Safe Touch Guidelines for staff ensure that staff are consistent in their approach to children.

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.

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.

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.

PLIM Targets (EHCP) 2020 - 2021

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

PLIM Targets (EHCP) Autumn 2021

Across the autumn term, 72% of PLIM targets were met. This is an increase of 15% since the 2021 summer term and an increase of 27% on the proportion of targets met across the whole 2020/2021 academic year. The greatest proportion of targets met were Pathway to Adulthood targets (94%) and the least proportion of targets met were Sensory and Physical targets (67%). Phase 5 had the greatest proportion of targets met (71%) and Phase 3 had the least proportion of targets met (59%). Pupil premium pupils met a greater proportion (5%) of PLIM targets than non-pupil premium pupils. The variation in performance was evident in; Communication and Interaction, Cognition and Learning, SEMH, Sensory Physical and Pathway to Adulthood. This is due to the efforts made by staff to ensure the progress of vulnerable pupils' groups throughout Covid has been accelerated.

Academic Targets (English and Maths) PROGRESS DATA 2020-2021

- 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
Cherry Garden	2.0	2.7
iASEND	10%	10%
Benchmark	22%	20%
Qualifications	20%	20%



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.

In the summer term 2021 the following qualifications were achieved:

- 8 students gained one or more GCSE in maths, English and science.
- 18 students gained one or more BTEC qualifications at Entry Level 3 to Level 1.
- 7 students gained one or more Entry Level Certificate in maths, English or Science from Entry Level 2-3.
- 14 students gained one or more Functional Skills qualifications in maths, English and ICT at Entry Level 1 to 3

In July 2020 we had 18 leavers all of whom made a successful transition into 8 different further education (FE) destinations.

Further conversation with FE providers and/or families have confirmed that all students are attending and fully engaged in learning.

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.



Effectiveness of teaching and learning

Teaching and learning remains highly effective across school. Leaders create a vision, values and culture of learning that enables both pupils and staff to thrive and achieve the best for learners. Relationships between staff and children are positive, teachers know their pupils really well and create a vibrant atmosphere in lessons and social times. Pathways have identified the Intelligent Learning Behaviours (Thinking Skills and Dispositions for Learning) which they want learners to have. High expectations permeate across school and teachers accurately identify any gaps in pupil learning. Teachers planning is collaborative, including with therapists, and creative and pupils engage very well in their learning. This ensures that they make consistently substantial progress.

A shared language firmly built on enhancing teachers' Professional Capital results in an education team confident in their pedagogical content knowledge. All teachers are equipped with a level of understanding of how to promote successful thinking, knowledge absorption and learning behaviours within pupils. Teachers' successfully translate theory of cognitive development, neuro-science and intelligent learning behaviours into effective classroom practice. Learning Walks and Lesson Observation feedback available.

Pathway meetings focus on Metacognitive strategies/tools and pedagogy relevant for pupils in each Pathway and enhancing staff skills with the driving factor of maximising best practice outcomes.

CPD Programme focussed on individual and collective teacher efficacy- February to April 2022 teachers/HLTA leading classroom-based Action Research projects. Promoting excellence in SEND pedagogy.

Teachers of subjects are supported to be secure in, and keep their subject content knowledge current and well developed through; professional conversations with colleagues including local authority advisors, deep dives into their subject area, writing Progression Models and Action Plans which include gaps in staff knowledge and how time is to be set aside to address these, being active in a wider community of teachers on social media groups and joining subject associations, networking with other schools, subject-specific training attending webinars and conferences. Teachers' focus on understanding subject matter deeply and flexibly so they can help pupils create useful cognitive maps, relate and connect ideas, particularly to applying skills functionally in real life situations and also address misconceptions.

Developmental observations of teaching by SLT working in pairs. Our observation cycle runs from November to June each year with every teacher/HLTA being observed formally at least twice, however this depends on their professional experience and or demonstrated strengths/needs. We use this information to help gauge the quality of teaching. Written and verbal feedback is provided. Collated learning from these observations is celebrated and any areas of need identified are addressed with individuals, groups or through the CPD Programme.

SIP/Governor monitoring SLT evaluation of quality of teaching, learning and assessment. SIP lesson observations with SLT (April 2022); book scrutinies, discussions with staff, parents and pupils.

Enabling learning environment

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

School 5 year Horizon has ambitious plans for estates management.

Evidence that supports this judgement

- 5 year horizon
- Quality of Education School Improvement and Development Plan
- Integrated therapy education- Therapy Development Plan
- Effectiveness of teaching – feedback from SLT, SIP, parents and pupils
- Meta-analysis combines data and research and teachers' take this blended approach to maximise impact and outcomes.
- Active participation in Research Schools Network and National pilot projects, supports development of a research informed approach to teaching and learning
- Cultivation of a culture of collaboration, enquiry and critical reflection built on high quality professional conversations
- Designing and implementing class based action research projects with tools and resources, evaluating, sharing and disseminating enquiry outcomes and best SEND practice
- CPD Leadership utilising EEF reflections to constantly improve practices in line with school and teacher development enables an effective professional learning community
- Use support of external facilitators, for eg. Lynn Watson, Jeni Ling, LA Advisors
- Induction Programme and essential toolkit of staff training
- Intentional practice of knowledge building across all staff to sustain improvements
- Governor Monitoring visits for all 3 pathways Autumn term 2021. Reports available.
- Monitoring improvements in outcomes and reviewing changes in the quality of provision
- Ongoing forensic analysis of school improvement needs
- 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
- Benchmarking is robust and data valid, used effectively to plan provision. Progress Report scrutinised termly, moderation/comparative judgement meetings in teams termly, interventions identified as part of triangulation process
- Effective marking scheme and feedback
- Developing feasibility studies of creating an assessment system which can be utilised across schools.
- Ambitions to become lead school for SEND assessment within County and beyond, promoting relevant, robust assessment tracking system and assessment policy
- Links with local Universities supports teaching students and quality of graduates into teaching profession for SEND
- Play Therapy being delivered by trained Play Therapist within special school setting
- Teachers involved with national associations eg. NASEN, Letters and Sounds SEND Working Party and influencing SEND practice
- Rigorous and sequential approach to teaching of reading, extensive diagnostic assessments give a clear view of learners' strengths and developmental needs so correct approaches, including therapeutic tools, can be used. Systematic approach to teaching phonics throughout school. Began transition to new approved scheme, Essential Letters and Sounds, in Autumn Term 2021. Reading books connect closely to phonics knowledge pupils are taught when learning to read. Reading Spine
- Pathway rationales
- Phase Flow documents
- Yearly Subject Overviews
- Medium Term Planning

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target 2021-2022

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

- Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners
- Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers
- Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning

Next Steps (taken from 5-Year Horizon)

- To maintain a focus on outstanding teaching through teachers/HLTA being able to articulate what good teaching and learning looks like. Staff confident with understanding and delivery of metacognitive and self-regulatory strategies which supports pupils thinking
- To effectively induct new members of staff, so that the teaching and learning profile reflects increasing percentage of excellence in teaching and outcomes across the year as evidenced in lesson observations, learning walks and staff feedback
- EHCP joint working with social care and health results in better outcomes. Writing high quality targets
- Phonics and reading provision embedded and pupils making demonstrable progress
- Writing output considered, including use of assistive technology
- Links with local Universities supports innovative research based practice. Research intern provides support to identify how to develop, implement and disseminate excellence in SEND teaching and learning approaches.
- Training Hub: Development of specialist pedagogical approaches shared across a network of SEND schools. Staff deliver CPD regionally at forums, conferences and events

Behaviour and Attitudes

How school sustains improvements as a result of our evaluations

Stakeholder evidence

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

SIP Reports

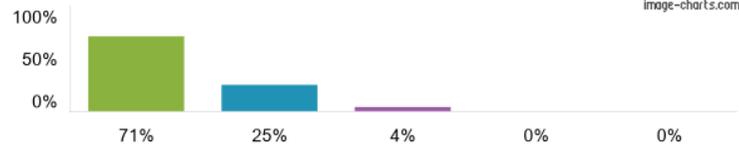
'The behaviour of pupils is outstanding. Within the context of pupils severe and complex SEND their conduct is exemplary, including in lessons, around the school and in outdoor spaces. (July 2021)

'Behaviour and attitudes are an area of school provision which is highly effective within the context of pupils SEND diagnosis and presentation'. (December 2021)

Parent View (Responses up to 19.1.22)



▶ 3. The school makes sure its pupils are well behaved.



Pupil View (March 2022)

'Teachers are very good at managing situations with students behaviour'

'School is a safe, stress-free environment'

'School is safe and it's amazing'

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, positive behaviour cloud, accident, health and safety, learning walks and classroom observations. Behaviour support strategies are discussed at SLT, Pathway, 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 ensures 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.

Zero tolerance of sexual harassment. Support for pupils at risk demonstrating harmful sexual behaviours. School-wide policies and processes for dealing with HSB.

Awareness of pupils increased vulnerabilities and barriers that could prevent disclosures. Communication strategies, visual supports, Culture of vigilance and a strong pastoral system.

Teaching of safe online behaviour and how to stay safe online. Education for a Connected World Framework used to teach pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of device, platform or app.

Data on attendance, attainment and progress show that Cleaswell Hill learners from all groups make the same progress irrespective of need, gender, ethnicity or religion.

Attendance is high profile at Cleaswell Hill School. Currently 88.94%. Attendance at state-funded Special Schools was 78.40% in January 2022. 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.

Evidence that supports this judgement

- Positive behaviour for learning is a strength for the school- data from PBS Cloud
- Safeguarding and behaviour suite of policies – positive outcomes from referrals
- Trusted adults/pastoral support
- Staff training on 'Everyone's Invited' and subsequent Ofsted Review of sexual abuse
- Completion of HSB audit tool NSSP
- Responsive curriculum that engages and challenges the learner
- Carefully planned RSHE curriculum
- Engagement Progression Model includes positive behaviour support strategies (SCERTS, Zones of Regulation)
- Integrated Therapy input in the management of sensory regulation which leads to greater pupil progress, re-engagement in purposeful activities and improvements in personal development
- Approaches to learning/metacognitive strategies and tools by Pathway aligns with curriculum and assessment documents
- Attendance data and analysis following EWO visits
- Online Safety audit- NCC and school 360safe. Policies and practices including reporting online safety incidents flowchart and log. Being Safe Staying Safe digital safety rules
- Accessibility Plan- Spring 2022

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target

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.

- Understand why and how behaviours emerge and deploy strategies to de-escalate to ensure safety and re-engagement in purposeful activity
 - Reduce the distress that an individual may experience that can result in them presenting with behaviours of concern
-

- Understand the cause of the distress enabling staff to be proactive in using prevention strategies
- Support offered to the pupils will be based on an understanding of their individual needs, be actively implemented, monitored and reviewed

Next Steps (taken from 5-Year Horizon)

- To ensure sustained attendance rates with a particular focus post Covid-19 pandemic on those whose attendance falls below 94%
- To complete research enquiry-based study on the effects of Covid-19 Pandemic on pupils with ASD
- Enhance support for pupils at risk of demonstrating HSB through considered use of; Beyond Referrals- Levers for addressing HSB in schools toolkit; NSPCC HSB Framework; Hackett Continuum Model

Personal Development
How school is sustaining improvements as a result of our evaluations

Stakeholder evidence

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

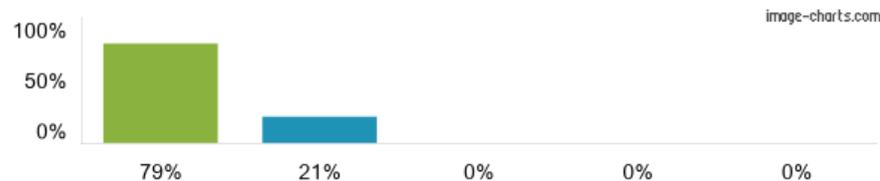
SIP reports

'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.' (July 2021)

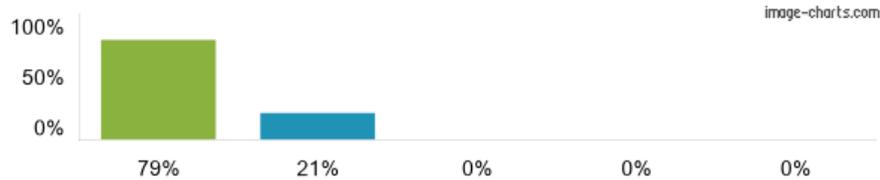
'Cleaswell Hill is a school where every child is encouraged to develop their individual personalities. Pupils are cherished and relationships are nurtured'. (December 2021)

Parent View (Responses up to 19.1.22)

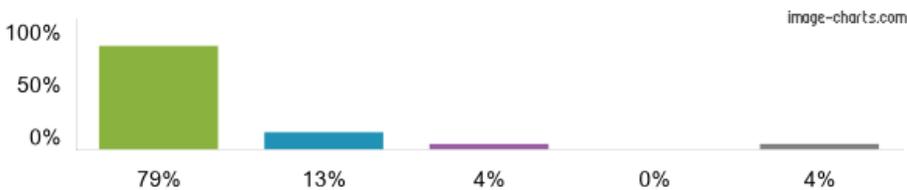
> 2. My child feels safe at this school.



➤ 1. My child is happy at this school.



➤ 13. The school supports my child's wider personal development.



Pupil View (March 2022)

'Teachers are really polite'

'Break times are fun because we sit together with friends'

'I like my Nestle rice krispies without milk. It helps me learn'.

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 cross referenced fundamental British Values with SMSC to ensure that these skills are explicit to staff. SMSC/Fundamental British Values Tracker is currently being trialled using Google Forms and added to Medium Term Planning in order to be able to gather information to track the evidence of outcomes being met around school in areas including 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.

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.

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.

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 Hill 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.

Integrated therapy input supports teaching and learning eg. fine motor skills and hand function. Identifying alternative software/assistive technology to support written output for some pupils liaising with the Lead Therapist. Also adapting the ICT Curriculum in order to ensure basic computer and keyboard skills coverage and monitor effectiveness.

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. Integrated therapy input supports teaching and learning eg blind trials.

All pupils are offered a healthy breakfast, from Magic breakfast, at the start of each day.

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. Creative Arts are the focus of our school Equalities Objectives 2020-2024.

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. Integrated therapy input supports behind teaching and learning eg with written output.

Staff training and research continues to be a focus 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. Several staff have accessed Sex Factor training in March 2022 which will support the development of our RSHE Programme moving forward.

School understands that Integrated therapy input is critical to planning in the context of the PSHEE curriculum. For eg. abstract concepts, social expectations, to give more meaning to learning and application within real life.

PSHEE 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 support and interventions enhance pupils' ability to discuss their feelings, issues and ideas which include; drawing and talking, ELSA support, SandStory Skills.

School based Mental Health Lead recognises schools duty to promote the wellbeing of pupils. Effective measures are in place to support children with behavioural and emotional difficulties. School is developing a graduated response to supporting pupil Mental Health which provides details of our extensive provision (universal, targeted and higher support).



Cleaswell Hill 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 T4Y and Trinity Youth, a local youth initiative who provide a drop in service within school for young people who would like to have further conversations.

Pupil Premium Strategy Statement is published on the school website 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-focussed 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.

Evidence that supports this judgement

- PLIM Targets linked to EHCPs reflect holistic development
- Capable, enabling environments that meet the needs of all pupils to personally succeed against individual targets
- Mental Health Graduated Approach written Spring 2022. Mental Health Lead
- Graduated Response – Tailored, tiered interventions. EMHP based in school as part of MH trailblazer until February 2022.
- Mental Health policy in place to support pupil wellbeing and a separate policy ratified in 2022 to support to staff wellbeing
- Annual Enrichment Programme identifies a range of activities inc. specialist days, focussed deep learning weeks/events. Co-curricular activities weekly/Holiday Clubs- range, quality and take-up/residential visits/use of community facilities
- Strong pastoral support throughout school
- Staff CPD is reflective of the personal development needs of pupils in school e.g. Sand Story Skills, Play Therapy
- Pupil Premium Strategy Statement directs opportunities for most disadvantaged pupils
- Develop individual talents through creative arts activities. Students progressing to FE College to study drama and Music Technology. GCSE Art offered.
- 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. Collaborative planning between teachers, OT, SaLT ensures integrated therapeutic education.
- 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+
- Student voice and agency advance understanding of student-centred approaches to learning
- Pupil/parent feedback
- Governor monitoring visit; March 2022 for Literacy Development Review. Report available. For Pupil Premium November 2021. Report available.
- External specialist agency support for pupils and staff eg. T4Y and Trinity Youth Project
- Food and Nutrition Policy March 2022

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School Target

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

- Carefully sequenced RSHE curriculum
- Whole school approach to sexual violence and sexual harassment between children
- Proactive enrichment offer supports national initiatives: Character Education and Cultural Capital, including reading
- Promotion of healthy food and nutrition as a whole school model
- Capturing and effectively using pupil voice to inform school development and pupil outcomes

Next Steps (taken from 5-Year Horizon)

- To further develop pupil and parent oracy of online and technological safety
- To provide continued opportunities for children to develop healthier and more active lifestyle choices, working with school health and families regarding obesity levels
- After school club offer increased from twice weekly (Monday and Wednesday sport and football currently) to daily activities available to a wider cohort of pupils. Pupils not disadvantaged due to lack of transport as school provides transport home
- Increase tailored Mental Health interventions align with school Graduated Response
- Pupils have access to work experience opportunities and community links enhanced due to school renting of site spaces eg. catering space

Leadership and Management
How school is sustaining improvements as a result of our evaluations

Stakeholder evidence

SIP reports

'Leaders, including Governors, have remained incredibly ambitious and visionary, striving to consider further improvements'. (July 2021)

'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'. (July 2021)

'Safeguarding is an area of strength at Cleaswell, as all aspects of keeping Children Safe in Education are embedded as staff talk confidently about how they support and manage safeguarding issues'. (July 2021)

'Families are considered partners in the development and education of children at Cleaswell Hill' (December 2021)

'The school is highly solution focussed and staff are aware they will be supported if they are struggling with any aspect of well-being' (December 2021)

Parent View (Responses up to 19.1.22)

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



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)
- 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.

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 Progression Models, staff Appraisal targets and the Professional Development Programme form a robust School Improvement Cycle.

All procedures for safeguarding are rigorously monitored and applied uncompromisingly. Culture of ongoing vigilance together with a strong pastoral system ensuring that teachers and TA's know children and their families well. A clear understanding of where to go for support and productive relationships with our partner agencies including Operation Encompass and Endeavour. We are proactive in attending meetings and fostering positive relationships and this supports the safety and well-being of our highly vulnerable pupils. Staff training is continually up to date and refreshed regularly in between statutory training dates. Use of external specialist support and guidance for DSL's through Clennell Education Solutions from March 2022.

Pupils want to be in school and this is obvious from our continually good attendance rate of 88.94% since September which is above national average for special schools. Attendance at state-funded Special Schools was 78.40% in January 2022. The Covid Pandemic continues to negatively impact attendance rates, pre-Covid attendance was 93.73%. Close links and 4-6 weekly meetings with EWO ensure that pupils whose attendance fluctuates and also persistent absence is rigorously yet supportively tackled, procedures followed and systems in place to safeguard pupils and raise attendance. Analysis of attendance demonstrates vigour and impact.

Governance- Sub-committees have been developed and meet in between full governing body meetings which take place each term. Monitoring visits take place.. and reports written and shared. Governors provide support and challenge and understand the operational functioning of the school.

Evidence that supports this judgement

- 5 year Horizon: Quality of Education; Estates Management; Workforce Development; Training Hub Development
- 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 with all staff aware of the importance of vigilance and a 'it could happen here and probably is' approach
- Succession planning strategic model so that best standards maintained as school grows within shifting educational landscape
- Robust monitoring system to measure the quality of teaching across school. This comprises of regular learning walks (protocol available) by SLT; formal lesson observations by SLT; subject lead deep dives; book scrutinies; provision scrutinies; parent surveys; SIP and Governor monitoring visits and from established support partners eg. LA Maths Lead, EYFS LA Advisor
- Annual parent/carer meetings, plus annual review of EHCP. During these meetings parents are consulted and informed by the class teacher, therapists, social worker regarding expected outcomes for learners that lead to overall achievement. Joint working is central to this process.
- Links with local universities continues to support future of high quality teaching graduates
- Lead SENCo within school working closely with LA SEND Officers on 2 day a week secondment
- Admissions Strategy significantly developed during 2021-2022 which influences LA in placing pupils where needs are met effectively supporting the development of specialisms south east of Northumberland
- Parent voice informs school development as the parent hub supports collaborative working with families supports pupil achievement and progress in addition to enhanced quality of life
- Leadership and Management opportunities including working with partner schools on defined improvement tasks and evaluating involvement to ensure impact, for eg. secondments, systems leads with Castle school

- Estates management- Premises Development Plan/Premises Development Team inc Governors creatively adapting school site to accommodate highly specialist courtyard therapy spaces to enhance therapy provision, pupil readiness for learning within enabling environments and increased PLIM targets being met
- Community Use Plan devised to allow access to school facilities out of school hours for pupils, families and community
- Business links created eg. HMRC, Proctor and gamble as part of a 'giving back' approach supports school premises improvement projects
- Community links enhanced and barriers removed as school move into off site spaces eg. community café
- School Leaders fully aware of the issues associated with teacher workload and wellbeing. Consideration has been given to the level of marking, feedback, planning and assessing that teachers are expected to complete.
- Staff felt secure over lockdown and the frequently updated and shared risk assessments supported staff wellbeing.

In the current academic year, the following areas are a focus to sustain high quality provision:

Whole School target

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

- Increased leadership capacity provides wider ownership of school development targets increasing capacity and sustainability.
- Leadership development focus ensures all leaders are reflective, strategic and drive the vision.

Next Steps (taken from 5-Year Horizon)

- **To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils**
- **To effectively implement ECF and maintain links with universities to ensure high quality workforce**
- **To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning**
- **To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills through Pathways over time responsive to ongoing pupil need**
- **To ensure that high standards provision for PPG are maintained and that achievement gaps are 'levelled up'**
- **Action research in classrooms**
- **To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks**
- **To ensure that statutory health and safety responsibilities are effectively managed and that school estate is maintained to a high standard**
- **To continue financial stability by minimising potential risks and enhance fundraising ...**
- **Systems Lead roles continue to support SEND provision across county and beyond eg. Lead SenCo asked to participate in Neurodevelopmental Pathway Working Group to explore referral routes for children and young people where a neurological difficulty is identified**
- **Working towards Assessment Centre provision which would reassesses pupils against their EHCPs supporting funding needs and school placement**
- **Future Assessment Centre works with families within a multi-disciplinary approach to establish need and align provision cohesively in addition to providing outreach resources to support pupils transition to other school**
- **Services to families enhanced across partner schools and this includes counselling services and mental health support in liaison with health and social care professionals**
- **Community Link/Family Worker professional identified who generates activity and coordinates facilities use**
- **Commissioning of an Evaluation Partner identifies robust measures of success and ongoing evaluation of the trialling of teaching approaches to determine impact on the quality of teaching and learning**