

- [Equality Act Guide for schools - FINAL EM EDIT.pdf \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk) This document informs on what teachers need to know and what schools need to do.

Local Authority School Improvement Partner Report – Summer 2022

Name of School	
Cleaswell Hill	
Headteacher:	M Jackson
Chair of Governors:	T Chrisp
School Improvement Partner:	L Watson
Date of meeting:	18 th May 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	<i>Only complete these sections</i>	Outstanding	Outstanding
Behaviour and Attitudes	<i>if the school has</i>	Outstanding	Outstanding
Personal Development	<i>been inspected</i>	Outstanding	Outstanding
Leadership and Management	<i>under Section 5</i>	Outstanding	Outstanding
Early Years/Sixth Form (delete as appropriate)	<i>since September 2019</i>	Outstanding	Outstanding

Contextual Information

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

Current attendance	90.52%	Brief comment on attendance:	State funded special schools 85.5% (26.5.22)		
Persistent absences	37% < 90% 17% < 85%				

Has the Headteacher/Governing Board ensured that:

Statutory safeguarding protocols/checks in place ' Keeping Children Safe in Education '	Yes
Website compliant with the most recent statutory guidance (maintained schools) (academies/free schools)	Yes
Have the school reviewed their Pupil Premium Strategy Statement? (Using pupil premium: guidance for school leaders)	Yes
Which validated systematic synthetic phonics programme does the school use?	Essential Letters and Sounds
Are all staff trained in that synthetic phonics programme?	Yes
Parent view reviewed/school parent survey carried out	Yes
Ofsted 'requested' documents (<i>para 82</i>) in place	Yes

Part 2

Quality of Education.

This SIP visit has focused on classroom observations of Teaching, Learning and Assessment and work scrutiny as suggested by governors and the HT. As Cleaswell strives to ensure learning is optimised, following disruption due to the pandemic, driving high quality teaching and learning is a priority. 13 lessons were 'observed' as part of a learning walk with the DHT. Discussion with the DHT and HT on school improvement priorities, including preparation for Ofsted was included in the follow up.

How do you know that the curriculum has been successful for all pupils?

- Do all pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well? Is this reflected in the work pupils produce? Do pupils know more and remember more as a result?

The curriculum is fit for purpose and observations in classes provided strong evidence of purposeful learning underpinned by robust assessment information. Pupils have access to a broad curriculum coupled with a pedagogy which includes specialist approaches to learning and therapeutic input to optimise outcomes. There is a consistent expectation across classes and year groups that pupils will generalise taught knowledge and skills in functional situations in support of 'true understanding'. Pupils respond exceptionally well to individual feedback and within the context of their SEND diagnosis; they know their curriculum targets and can talk about the skills and knowledge they have learned in lessons. During the learning walk, and within the context of their SEND, pupils were keen to explain what they were learning and how much progress they had made. (Writing example).

Where appropriate, pupils explained why it was important to comprehend a story and how they use specialist approaches to know what adjectives/verbs are, for example, and how to use these in their writing. Colourful semantics is a targeted approach to support children with their sentence building and to teach them about sentence structure; this approach was used highly successfully in support of extended writing. Commensurate to ability, learners achieve well.

There is a strong understanding of the need to reinforce and consolidate learning for pupils with learning difficulties, including those with severe attention and concentration needs. For example, a letter formation task included writing key letters, which pupils were struggling with, and staff made the decision to focus on letter formation discreetly, following detailed assessment of need. When asked why letter sounds were not included in this session, staff were clear on the intention and had planned a further phonics activity to focus on the same letter group, to appropriately reinforce and extend learning. This approach met the needs of pupils who could not focus on a range of concepts at any one time.

Cleaswell Hill leaders keep the curriculum under review and there is a clear aspiration that the curriculum is a framework to guide staff in ensuring a sequential approach, building upon prior learning to ensure progress is good or better across school. Work in pupil's books was appropriate in reinforcing taught elements of the curriculum. Following this learning walk, leaders are focusing more intently on supporting Early Career Teachers (ECTs) in ensuring lesson content matches need more explicitly and that the marking policy is followed comprehensively. Some teacher comments in learner's books were descriptive, for example.

There is evidence of how effective therapy is in supporting pupils to learn at their best. This has had an impact on the rate of progress for some pupils and their learning has accelerated as a result. The SIP has worked closely with some cohorts of pupils and as a consequence can evaluate progress in how well cohorts are now able to focus and concentrate on staff directed activities. In some instances, the progress pupils have made in their ability to regulate, attend and share the focus of attention is exceptional.

Assessment is embedded and used highly effectively in support of planning next steps in learning. Teachers interpret data well and coupled with their knowledge of how their pupils learn, this enables progression in lessons and over time. ECTs are working with a highly experienced 'expert' teacher in SEND in support of meeting

the needs of highly complex learners and impact is evident in how well these teachers (ECT) are able to explain the rationale behind the focus of lessons and how they are differentiating learning to optimise outcomes.

A cohort of pupils find classroom learning difficult due to the complexity and presentation of their needs. Programmes are planned to meet the needs of this cohort, which includes a highly therapeutic approach and targeted support to ensure learning remains aspirational.

The curriculum is ambitious and underpinned by a drive to ensure that all pupils develop the necessary skills, knowledge and understanding to improve their outcomes in life.

There is a strong desire to ensure that the curriculum involves equality of opportunity and individual programmes of study support all learners to build upon key skills to enable them to develop to their full potential. Progression pathways clearly map expectations for learners across the three curriculum pathways (Engagement, Core and Extended). These 'maps' include assessment routes, intentions for each subject, activities, experiences and challenge, CPD for subject leads and resources linked to areas of learning. As a result, there is clarity and consistency of approach which informs planned outcomes effectively. Subject leaders monitor curriculum implementation in terms of in-depth reviews. These result in actions plans for further development.

- **Are all pupils ready for the next stage of education, employment or training? What evidence do you have that all pupils have the knowledge and skills they need?**

There are three curriculum pathways within school. Each pathway includes sequential learning tasks and assessment underpins lesson planning and target setting. As a result, progress is built upon and well documented. This results in opportunities for year groups to build upon prior learning consistently. This was very much in evidence during the SIP's learning walks, as it was clear pupils were making excellent progress from their starting points. Baseline assessment data informs this judgement.

The upper school at Cleaswell Hill includes a cohort of pupils who are able to access accreditations including GCSEs. Accreditation routes are assigned with each pupil's interests and strengths at heart and as a result, pupils are highly motivated and understand why achieving accreditation links to their future beyond school.

Expectations are consistently high and opportunities to ensure pupils have a wide variety of opportunities to apply problem solving skills to develop independence are a strength of the school. Independence is prioritised across school as staff understand how important it is to build skills from an early age in support of pupils' next stage in education as they prepare for life beyond school. Careers education and work-related learning are strong features of provision. Key staff have excellent links and close liaison with FE, local businesses and social care providers, which helps to secure and sustain placements. Feedback from families, prior students, FE colleges and social care settings supports the school's ambition to ensure pupils have the desired knowledge and skills in readiness for life beyond Cleaswell. As a result, there are no NEETS and this has been the case for a number of years. Key stakeholders report strong evidence of how well Cleaswell Hill supports pupils in their preparation for placements and they are delighted pupils are able to sustain placements long term.

- **Do pupils read widely and often, with fluency and comprehension appropriate to their age?**

Age related norms are not a reliable measure of progress within SEND. Within Cleaswell Hill, opportunities for pupils to reach their potential in reading is maximised as staff understand that decoding with understanding will improve the quality of life of pupils in supporting independence. An English review is underway to ensure that emergent literacy/literacy is a high priority and that staff have the expertise they need to teach the subject, and pre-requisite learning skills, which lead to literate learners. Staff apply highly specialist approaches to learning and this includes therapy input to optimise each pupil's ability to learn. For example, staff understand

'blank level assessment' and as a result they differentiate questions according to levels of understanding. The Essential Letters and Sounds (ELS) phonics programme is embedded and utilised appropriately in support of word building. A highly experienced teacher is working nationally with ELS to further develop the scheme for SEND pupils. The cohort of older pupils who are fluent readers access a wide range of reading material and there are high aspirations for this cohort in relation to accreditation. Pupils, who are able, are encouraged to read at every opportunity and resources are adapted to their needs and based on their interests, building motivation further.

- Are pupils able to apply mathematical knowledge, concepts and procedures appropriately for their age?
Observations provided strong evidence of staff supporting the generalisation of mathematical skills across the curriculum (Magic breakfast)
As 100% of pupils have severe and complex needs associated with their diagnosis of SEND, mathematical concepts are not specifically taught in relation to age specific norms. The school's assessment data informs on developmental stage and a baseline of ability in relation to planning learning outcomes. Opportunities to generalise taught knowledge and skills were maximised as evidenced during the SIP's learning walk and pupils were highly engaged, persevering exceptionally well when applying mathematical knowledge to everyday tasks. (Measuring). Concepts are taught sequentially and there is a clear link to assessed need. During the SIP's learning walk there was strong evidence of staff building upon previous knowledge and consolidating learning for pupils who require a highly practical, small steps approach to learning.
- Do disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life?
This is an 'absolute' in relation to pupil opportunities to develop, as staff build upon prior learning and provide highly appropriate, stimulating activities to support pupils' knowledge of their world and their place within it. Pupils are directly taught social skills with opportunities to practise these beyond school on planned trips to museums, for example. Talents are developed and celebrated and pupil's characters embraced within Cleaswell's diverse SEND provision. Pupils are taught how to identify when they need additional support to manage dis-regulation and this extensively evidenced during the SIPs learning walk. Success from a child's starting point relates to the severity and complexity of need; for some cohorts, small steps of progress related to self-care are appropriate, whereas for formal learners, understanding and applying knowledge, skills and behaviours appropriate to a range of social settings is the expectation. This cohort develops an understanding of how their learning experience benefits their life. The Pupil Premium statement is comprehensive and targeted to meet need. This is closely monitored and includes the analysis of data which leads to swift interventions to accelerate learning where appropriate.

Responses to 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 research on how individuals learn and their analysis is expected to lead to further improvements in teaching and learning.
Evidence of staff developing understanding of how pupils learn and how to support a meta cognitive pedagogy was evident during the SIP's learning walk. Staff spoke confidently in relation to, what they had learned about individual pupils' learning styles and how they applied interventions in support of accelerating learning.*

A recent teacher's development session included teachers sharing their classroom-based research information and this impacted upon the further development of ideas to support of learners.

Emerging questions from summer visit

- *Please write as questions*
In considering Ofsted's approach to evaluating the school's curriculum, how will governors support further?

Behaviours and Attitudes

- **What evidence is there that the actions taken by the school impact positively on the behaviours and attitudes of pupils?**
There is strong evidence of staff expertise in supporting learners to access the curriculum, maintain focus and apply strategies to self-support any potential dis-regulation. Thirteen classes were visited during the SIPs learning walk and, as the SIP knows many of the children's needs and their journey through education, it is exceptional how well behaviour for learning is managed. Potential concerns are acted upon rapidly and therapy techniques applied to support learners to stay calm and focussed. A cohort of learners are self-evaluating their behaviour and applying strategies or seeking support to ensure they remain on task. This is outstanding considering starting points.
Policy and practice are clearly in sync and the NAPPI approach and individual behaviour plans are clearly impacting upon pupil's ability to remain on task and sustain this for increasingly longer periods of time. Staff understand behaviour is a communication, especially for non-verbal children, and they work hard to provide an 'enabling' environment where pupils thrive. Expectations are high and behavioural issues are tackled consistently and fairly in support of each learner's self-esteem and confidence.
- **How do leaders know that pupils feel safe?**
Pupils are on task and maintaining or improving in their learning in lessons and over time. There is a commitment to ensuring the ability of pupils to voice influences the school's approach to safeguarding. Recent CPD on supporting meta-cognitive approaches to learning is aiding staff in further understanding the needs of pupils to ensure they have the skills to think about their needs and how to communicate these. The curriculum includes discreet teaching of risks and how to make informed safe choices for those pupils who can access this level of learning. Observations of pupils informs whether they are happy and settled in school and close contact with families and external agencies supports strong communication on areas of need. There is a high number of staff employed by the school and they know their allocated pupils extremely well. As a result, any changes in behaviour are investigated to ensure safety remains a high priority. Attendance remains high and any absence is followed up to ensure pupil needs are addressed. Average attendance 21/22 90.52%. Autumn term 90.53%, spring 87.80%, summer 90.76%
Regular monitoring informs staff follow policy.
The CPOMS system is embedded ensuring any potential risks are logged and followed up.

The N.A.P.P.I cloud based recording and reporting system is ensuring a more consistent approach with a focus on 'lessons learned'.

The reporting structure for any potential harm remains robust.

The level of vigilance ensures the welfare of the children and young people at Cleaswell Hill school is a priority.

Links with outside agencies are well established and referral systems robust. Follow up is systematic.

Staff CPD, including Keeping Children Safe in Education is a strong feature of provision. This includes governors.

The lead DSL (DHT) is highly experienced and works closely with the link governor on monitoring and supporting the embedding of safeguarding across school.

- How does the whole school culture ensure that bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur?

The school has a culture where any level of discrimination is not tolerated. Any issues or potential issues are dealt with quickly and this includes liaison with families and community services where appropriate. Due to the complexity of pupils' needs' the school works hard to reflect upon any behavioural issues involving potential harm to consider what can be improved to prevent any escalation. Staff are highly vigilant due to the vulnerabilities of learners and all have received training in Keeping Children Safe in Education. Plans are in place to ensure staff and governors are aware of the updated Keeping Children Safe document (released May 22 to come into force Sept 22). Staff are aware of information that sexual harassment, discrimination, abuse and or violence is a feature of life in any school and as a result they are swift to identify any potential issues and escalate these through CPOMS accordingly. CPOMS is an embedded feature of the school and leaders monitor any issues or potential issues vigilantly. Governors are highly proactive and the link safeguarding governor is an LA safeguarding officer. Safety is promoted within the curriculum and on line as a priority. Parents are informed of how to keep their children safe at home when using social communication. Leaders are planning further input on E-safety with parents following the pandemic, as there is an increasing number of pupils utilising technology at home as a feature of restricted periods etc. Safeguarding monitoring is a strong feature of school provision and reporting systems are robust. Follow up is swift and expectations of community services support is high.

Bullying is not tolerated within school. Pupils with complex needs, specifically low functioning ASD, can include learners displaying dis-regulation at times and this can inadvertently include other pupils being in range of the fall out from this. In most cases, pupils do not have the cognitive understanding to target individuals or act with any pre meditated malice. Leaders and staff understand this and support parents, pupils and colleagues proactively in supporting enabling, safe environments which optimise learning.

Cohorts of pupils who have the understanding to target individuals are taught social skills to ensure they are aware of the need to work together in harmony not discord. Follow up regarding any behavioural issues is swift and effective. There is planned work with families on behavioural approaches which could be used within the home and what constitutes bullying within Cleaswell Hill in order to offer support, guidance and consistency in approach.

Responses to emerging questions from autumn visit

- *Absence continues to have the highest priority at Cleaswell Hill. Trusting relationships with families is supporting this as staff can discuss any potential issues which may impact on absence, openly. All absence is tracked comprehensively and continues to be followed up on a daily basis.*

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? School is utilising a cloud-based recording system to report upon any behavioural issues and this has improved consistency in the approach leading to informed actions. As a result, interventions across school in support of pupils accessing learning has improved, as staff utilised agreed approaches to the management of any dis-regulated behaviour.
NAPPI is embedded within school and during the SIP learning walk pupils' behaviour for learning was exceptional within the context of their SEND presentation.*

Personal Development

- How does the school's culture and curriculum contribute to pupils' personal development and prepare them for life in modern Britain?
Staff understand and positively support the philosophy that all pupils are unique and precious. They care deeply about the pupils they work with and know their cohorts of pupils extremely well. As a result, pupils respond well, knowing they are cared for and respected for who they are. Opportunities to praise pupils for their contribution to school are embraced and pupils talk about how well they have achieved across a range of activities. The drama group's work, culminating in performances, for example, has promoted positive self-worth in pupils who struggle with their mental health. Evidence of pupil's journey from reluctance to speak to less known people to being able to perform on stage is outstanding evidence of the school's commitment to developing confidence and self-esteem. Staff have a strong understanding of how the curriculum and pedagogy in school supports pupils' ability to take steps to engage beyond school, broadening horizons and supporting opportunities for self-learning leading to strong self-worth.
Preparation for life in Modern Britain is personalised within the context of pupils' assessed need. Those pupils who have severe and complex needs, including cognitive impairment follow a curriculum route designed to ensure they have some control over how their needs are met, within the context of high expectations and aspirations. For this cohort, personal development includes an ability to engage purposefully, alongside others, building tolerance and confidence with the aim of pupils learning socially acceptable behaviours which support access to the community. Communication is prioritised and further work on assistive technology to further enhance 'pupil voice' is planned.
Pupils, able to understand the importance of working together for the greater good have access to opportunities to understand the democratic process and this includes class debate and individuals' opinions on decisions which affect their lives and the lives of others.
Pupils that are encouraged to develop an understanding and perspective on life beyond school. SMSC is a feature of provision as teachers plan activities to develop awareness and understanding commensurate to ability.
- How does the school's culture and curriculum develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy and safe from harm?

This is a strength of the approach at Cleaswell Hill as pupils are nurtured and supported to access learning to the best of their ability within a 'thinking and learning-metacognitive' pedagogy where making informed choices, problem solving and applying taught strategies in functional situations is part of the curriculum. Pupils are encouraged to persevere in tasks, apply taught strategies to manage dis-regulated behaviour and think through concerns in a solution focussed approach. The environment is enabling and this has been enhanced dramatically by school-based therapists who have supported an understanding of how to create the best opportunities for pupils to learn. This has resulted in staff developing a greater understanding of pupil needs and learning about specialist interventions to support full access to the curriculum. The school is highly inclusive within the context of pupil needs. A small cohort of pupils are not yet ready to access class-based work, however there are plans in place to support all pupils to learn and adapt to change with carefully managed transitions support this. School has a mental health named staff member who works closely with the therapy team and school staff in regard to the management and support of pupil mental health. Referrals for additional support have led to interventions which have supported placement and pupils' ability to learn. Pupils are given time and support to express concerns and the school-based Occupational Therapist has put in place some key strategies to facilitate the management of pupil's levels of arousal and how to de-escalate anxieties before these become overwhelming.

Well-being activities are a strong feature of life in school as this is at the centre of all decision made to improve provision. The culture at Cleaswell Hill is underpinned by a collegiate approach and willingness to 'go the extra mile' in support of pupil needs. Staff work hard to provide opportunities for pupils to develop skills and knowledge which will support community access.

The curriculum includes healthy living, staying safe and making informed choices for example. Every opportunity to develop thinking skills and dispositions for learning are taken. Teachers, working collegiately within pathways, have identified 'intelligent learning behaviours' to support successful meta-learners.

Responses to emerging questions from autumn visit

- *The review of how to implement an RSE approach in school for the most severe and complex needs children has involved pupils' staff and governors. Intentions are mapped and have been included in policy documentation.*

Emerging questions from spring visit

- *How is the RSE policy review progressing and what impact is expected once changes are made?
The policy is in place and monitoring is planned for the autumn term.*

Leadership and Management

How do you know the leadership and management of the school has been successful?

- Can leaders, managers and those responsible for governance demonstrate that that their actions have had a positive impact on outcomes for all pupils?

Cleaswell Hill governors are highly proactive in support of school. They understand the barriers to achieving best outcomes for pupils following Covid and are supportive and challenging in the drive to secure outstanding provision for all pupils. As a result of their recent focused visits, leaders further prioritised key aspects of school improvement; RSE development for example.

Leaders ensure there is 'triangulated' evidence of improvement, for example, evaluating absence data, stakeholder feedback and the impact on pupil's progress and achievement, behaviour, attitudes and personal development. Leader commitment to developing an understanding of potential barriers to learning support positive action. For example, and as a result of in-depth evaluation and analysis, interventions are swiftly put in place to optimise learning further. The level of data/information analysis undertaken leads to informed actions and this includes bespoke interventions to accelerate learning.

Following the disruption of the pandemic and subsequent barriers to accessing classrooms, leaders are focusing on the quality of teaching and learning and assessment this term. This has included focused classroom observations and the development of pedagogy to optimise outcomes.

- **What do leaders, managers and those responsible for governance do to ensure that safeguarding is effective and is embedded in whole school culture?**
Relevant information is discussed with the chair of governors, link governor or the full board appropriately. Expertise within the board is supportive of emerging changes to risk, in county, and school is able to structure a response by, for example, including discreet teaching of risks and informing parents of these. Highly vulnerable children are identified and the school works diligently to inform social care partners of areas of concern, following up key actions robustly. School has secured a named social care professional to work directly with school and this will support consistency of approach, provide guidance and advice with the aim of improving partnership working and a shared understanding of contextual risks to the school community.
Policy is reviewed annually and/or on a needs led basis.
Keeping Children Safe in Education policy is implemented and staff, including governors, have had training to ensure a shared understanding of statutory duty
Governors understand the recording and reporting system in school.
Visits from governors are focused and impact evidenced. Safeguarding visits are termly or needs led and these include learning walks, discussions with staff and review of relevant records including monitoring reports on for example, Single Central Record.
The DHT is the lead DSL and is highly experienced and trained in Child Protection.
The context of Cleaswell Hill's community influences the approach school takes in identifying and responding to risk.

Responses to emerging questions from autumn visit

- *Continued high emphasis on listening and responding to stakeholders is an integral part of Cleaswell Hill's provision. There is a planned focus on pupil voice this term and staff are generating further ideas to capture the 'views' of non-verbal pupils and reporting upon aspects of a child's development which forms evidence of safe, happy pupils for those with severe and complex needs.
Governors are highly supportive of continued support for families, particularly those at risk due to economic pressures. School has a 'watching brief' in relation to responding to need with regard to this.*

Over 20 responses are recorded in Parent View. This has informed an approach to support parents' understanding of the school's commitment to promoting the welfare of children and resulted in information being sent home and further follow up during parent/family meetings.

Emerging questions from spring visit

- *How is the RSE policy review progressing and what impact is expected once changes are made?
Policy has been implemented, monitored and impacting upon provision.*

Early Years

How do leaders assure themselves that the aims of the EYFS are met and that it is sufficiently challenging for the children it serves?

- Do all children develop detailed knowledge and skills across the 7 areas of learning and, as a result, achieve well, particularly those children with lower starting points? Do children know more and remember more as a result?
Cleaswell Hill have developed a highly individualised approach to learning for this cohort of pupils with severe and complex needs. All pupils are operating below expected norms for their age and their stage of development due to their diagnosis of SEND. Detailed baseline assessments and on-going formative and summative assessment underpins planning. The bespoke approach includes therapy provision to ensure pupils can access learning to the best of their ability. For example, on entry to school this cohort could not share the focus of attention, most were motivated to ensure their sensory needs were met and levels of dis-regulation were high. Progress includes a marked improvement in compliance to adult directed tasks, ability to attend and listen for increasingly longer periods and an ability to express needs and communicate with others. Remarkable progress was observed during the SIP's learning walk in relation to some pupils as there was strong evidence of them being able to apply taught skills to access learning successfully. As a result, pupils are making excellent progress commensurate to ability. EYFS national data tracking is not sensitive enough to detail small steps in progress for this cohort.
- Are children ready for the next stage of education, especially Year 1 in school, if applicable?
All three early learning classes were observed as part of this SIP visit. There was evidence of improvement in all three classes from pupils starting points. Learning is personalised and assessment information underpins all planned progressions. This is not age related due to the severe and complex nature of pupils SEND profiles. However, it is clear that pupil's access sequentially planned activities based upon their EHCP and curriculum targets. Transitions between year groups are well planned to ensure pupils continue to make progress on their learning journeys.
- How does the school's culture and EYFS curriculum develop children's resilience to setbacks and take pride in their achievements? How are they supported to manage their own feelings and behaviour and keep themselves healthy and safe from harm?
This is an area of strength as staff have an excellent understanding of individual pupils needs and SEND specialisms. They are supported by a highly experience school-based therapy team who work in partnership. As a result, there is a very strong collegiate culture based upon meeting the needs of pupils, some of whom have severe and complex needs resulting in difficulties accessing learning, communicating, engaging in purposeful activities, attention and concentration, tolerating others etc.

Responses to emerging questions from autumn visit

- *Admissions are planned in consideration of pupil's assessed need and Cleaswell Hill's ability to adapt provision appropriately. This has resulted in planned changes to phase 1 in preparation for September. There are limitations in terms of the school building and this is taken into account in the management of admissions.*

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

Do leaders and teachers have high expectations for attainment and progress of all sixth form students, including disadvantaged and SEND?

- Does teaching and assessment support and challenge learners?
Phase 4 and 5 leads continue to discuss how the curriculum and assessment can further be developed across the phases to maximum effect in terms of sequential learning and formative/summative assessment. Sixth form staff are collectively highly ambitious for learners and the lead works proactively with a range of provisions to develop further understanding of an evidence-based approach. There is a 'stepped change' in phase 5 as staff and learners plan for life beyond school. This includes a strong focus on independence within the context of each learner's ability. Teaching, learning and assessment continue to be highly effective within the sixth form and as a result student's outcomes are maximised. Stakeholder feedback on the effectiveness of the sixth form in support of independence, ensuring students are safe and enjoy their time in phase 5, is very strong. Students learn in line with or above expectations. If learners are at risk of falling behind in their studies, interventions are planned swiftly to ensure learning is on track. Students are taught how to manage accreditation in terms of 'thinking about how to learn' and study skills is included within the curriculum. Students use technology well to enhance their ideas and record learning in support of accredited outcomes.
- Do learners receive high quality impartial careers guidance that enables them to make well-informed decisions about their future plans and chosen next steps?
Discreet support from a career's adviser and close working relationships with parents and students ensures planned placements are considered following work-related learning opportunities. This approach informs choices for the next steps in student learning journeys beyond Cleaswell.
- Do learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience?
Learners are beginning to access a range of work-related opportunities following the pandemic. Staff have excellent contacts with a wide range of providers, including social skill development provisions and FE colleges. As a result, students have opportunities to work/access opportunities before decisions on placements are finalised. Attendance is closely monitored and absence followed up in line with school policy. Learners are motivated, try their best and behaviour is exemplary within the context of students SEND. Enrichment activities are purposeful providing opportunities for students to demonstrate and generalise their knowledge and skills in functional situations. This supports the development of independence.

Responses to emerging questions from autumn visit

Students accessing a range of work-related learning/social care opportunities and enrichment activities and this is enhancing confidence and self-esteem.

Emerging questions from spring visit

Gaps in learning have been identified following the return to full time education following the pandemic. Data analysis has informed interventions and students learning is back on track.

As a result of self-evaluation what are the emerging priorities?

- Continued support of Teaching, Learning and Assessment by providing individual feedback to teachers, HTLAs and TAS on areas for improvement within lessons.
- Continued support to further develop a metacognitive pedagogy.
- Continued opportunities for staff to learn from a teacher enquiry model-Classroom based research.
- Preparation for Ofsted-interpretation of the framework for SEND and the specific impact on Cleaswell.
- Completion of the 5-year strategy and a shared understanding of planned outcomes with staff and governors. Planning a risk assessment session for governors related to the 5-year strategy.
- Continued reflection of curriculum provision and completion of the agreed checklist with governors.

Part 3**Other information to note**

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This section will be read by the School Improvement Team, and any issues/concerns/actions acted upon by the relevant team member. It will be deleted once quality assurance of the report is completed

Feedback from the Headteacher

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Requests to the LA for further support

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Appendix:

Some key notes from the Schools and Early Education Inspection update 24 March 2022: <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>