

Local Authority School Improvement Partner Report: 2022 - 2023

Name of School Cleaswell Hill

Headteacher	Michael Jackson		
Chair of Governors	Tim Chrisp		
School Improvement Partner	Lynn Watson		
Dates of meetings	Autumn: 10 th November 2022	Spring:	Summer:
Focus			

Part 1

Most recent Ofsted inspection judgement: **July 2022**

Section: **5/8/Graded/Ungraded**

Only complete these sections if the school has been inspected under section 5 since September 2019

Overall Effectiveness	Outstanding	Quality of Education	Outstanding	Behaviours and Attitudes	Outstanding	Personal Development	Outstanding	Leadership and Management	Outstanding	Early Years/Sixth form	Outstanding
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The school currently regards its strengths to be:

- **A strong, whole school culture where pupils are at the heart of decisions and the school community share beliefs and values. This has supported the school to develop its vision and strategically plan for further improvements.**
- **The positive attitudes of staff and pupils, strong relationships between all stakeholders, including families.**
- **A curriculum which meets all pupils' needs.**
- **Leaders, including governors, who are relentless in striving for best outcomes for pupils. They adopt an innovative approach to developing initiatives to improve provision further.**

- The whole school consistently applied behaviour strategies which enable learners to access the curriculum to the best of their ability. This includes the implementation of a well established physical/psychological approach to identifying children at risk of dysregulation and providing strategies which enable pupils to self-regulate. This results in minimum 'lost learning'.
- Positive, trusting relationships, pupils feel safe and can rely on staff for support.
- School based therapeutic support which has enabled staff to develop specialist skills, meeting pupils needs more comprehensively. Progress and achievement are outstanding as a consequence.
- Outcomes for pupils in terms of their 'all round' development.

The school currently regards the areas for development to be:

- Further development of the pedagogy to embed a meta-cognitive approach within a framework of classroom-based enquiry.
- Working with governors to establish risk appetite within the context of the strategic plan.
- Developing work with parents to support a holistic approach to pupil learning.
- Implementing year 1 of the 5-year strategy
- Review of the curriculum to ensure a long-term overview focuses clearly on what will be taught, when and how, with an emphasis on teachers understanding of what should be covered within a set time frame. This is in place but will be strengthened in collaboration with partner schools.
- Assessment review to streamline systems further.
- Further development of how to capture and utilise pupil voice to ensure this influences school development.
- Extending sixth form provision.

Contextual Information

Current number on roll	208		% and number of SEND pupils	National ¹ : 12.6%	100%	
% and number of disadvantaged pupils	48.5%	101	% and number of EHCPs	National ² : 4%	100%	

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

² <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Current attendance	90.73%		Brief comment on attendance:
% and number of persistent absentees	18.27%	<85%	
Length of the school day	6 hours 10 Minutes		

Reminders for the Headteacher:

The SIP and headteacher discussed the following statutory duties and recommendations: **YES**

- Have Governors read [Keeping Children Safe in Education](#) (updated September 2022)?
- Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2022)?
- Have all governors and all staff read and understood amendments and additions to Keeping Children Safe in Education following Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) (June 2021)?
- Are your objectives within the Accessibility Plan challenging and reflective of the main accessibility challenges your school faces?
- Are current equality objectives SMART?
- Can all staff and governors articulate what the current equality objectives are and how close the school is to achieving them?
- Have you begun work on implementing the new RE Agreed Syllabus (if applicable)?
- Is the school website compliant with the most recent statutory guidance (updated 5 September 2022)? ([maintained schools](#)) ([academies/free schools](#))?
- Has [Parent view feedback](#) been reviewed?
- Are [Ofsted 'requested' documents](#) (paragraph 96) in place?

Part 2

Quality of Education

Evidence to support the school's self-evaluation

- How has the school's analysis of statutory, and internal, data informed the current school improvement priorities?
Robust data is in place and this is triangulated with other relevant evidence to provide a clear picture of areas for further improvement.
- What cohort specific strengths and challenges have leaders identified?

Learning for the most complex pupils has focused on a highly specialist approach involving therapy provision. The recent Ofsted inspection feedback included discussion, following observation, of this cohort and the lead inspector reported it was the 'best teaching and learning' she had ever seen with complex ASD pupils. Leaders feel this is a consequence of a highly focused approach and the involvement of school-based therapy provision.

- Are there any significant differences between outcomes for disadvantaged pupils and their peers?
PPG pupils are making rapid progress following covid disruption to learning, there is no significant gap between any cohorts of pupils in school.
- Which subject areas are a strength of the school's curriculum?
Cleaswell have systematically worked to develop all subject areas within school. Particular strengths are PHSED, maths, English and science. However, drama has supported pupils' confidence and self-esteem considerably.
- How are leaders using assessment to support the teaching of the curriculum?
Assessment routes have been established at Cleaswell for some time and this includes a range of tools best suited to cohort need. The assessment lead has mapped assessment of all data tracking tools to ensure a streamlined approach. Phase leaders and teachers analyse data to identify where further interventions in learning are required. Booster sessions are available to support pupils who are at risk of underperforming. Curriculum coverage is monitored alongside pupils work to ensure a breadth and balance to curriculum provision.
- What does each subject give each child above and beyond the national curriculum (cultural capital, ambition, success in later life)?
Cultural capital for many pupils at Cleaswell involves learning how to integrate in the community. Basic communication skills for some involve how to greet visitors for example, whilst more able cohorts access a range of cultural, spiritual experiences beyond school which are linked to the curriculum and/or personal development.
- Is the school fully versed in the implementation of phonics, reading and mathematics, including up to date training for relevant staff?
The school has been at the forefront of developing an approach to phonics for SEND pupils. A teacher is the regional lead in Essential Letters and Sounds and staff in school, and in partner schools, have been involved in intensive CPD to support implementation. Reading for many cohorts is not a realistic outcome, however those who are able to decode text with meaning have a wide range of opportunities, across the curriculum, to develop reading/comprehension further. Ensuring pupils have the skills and knowledge to communicate is a strength of the school and this is supported by school-based SaLT input. Staff have an understanding of the pre-requisites to literacy and they plan bespoke learning tasks to ensure pupils have opportunities to listen, share the focus of attention, understand interaction and communication of needs.

Emerging questions

- Has classroom-based enquiry supported staff to develop a deep understanding of how pupils learn and as a result a highly personalised approach impacts on progress and achievement?

- The lead inspector commented that teaching and learning is sublime, has this continued across all phases, in terms of highly effective teaching and learning being sustained?

Behaviours and Attitudes

Evidence to support the school's self-evaluation

Possible areas to consider:

- Policy, practice and consistency.
A NAPPI approach to the management of pupil's behaviour for learning and dysregulation is impacting positively on extending pupils 'on task' learning. The approach is well established in school and staff are now able to anticipate potential 'stress' points within a child's environment and therefore support regulation successfully. This is supported by highly specialist school-based OT.
- The evidence the school has gathered from pupils and staff about school culture and practice in relation to pupils' behaviour, support for staff and other systems, including:

- pupils who have experienced sanctions under the school's behaviour policy

Physical interventions are recorded, analysed and a debrief supports staffs understanding of how to pre-empt dysregulation, learn from the approaches adopted and decide with leaders the best strategies to apply in the future. Leaders analyse data over time and this shows a decrease in the number of physical interventions applied, at an individual level, on a half termly basis.

- staff who are most effected by pupils' challenging behaviour

Staff are highly trained in support of challenging behaviour. Any potential safety issues are referred to the HT who is highly supportive of staff. There is a debrief following any challenging behaviour incident, where staff and leaders work together to ensure safety for everyone. Staff understand behaviour is a communication and as such they work hard to understand antecedents in an effort to avoid any concerns. Governors are well aware of their duties to ensure staff safety and well-being. Data is shared with governors on a termly basis and they are proactive in their support.

- Analysis of absence and exclusions and the impact of actions taken.
The school is highly vigilant of absence and any non-attendance is followed up rapidly. Leaders are well aware of the link between absence and safeguarding and as such they work in partnership with LA agencies to support families to ensure pupils attend school. Staff work hard to maintain good relationships with families, they know children and families well and are highly proactive in support of attendance.

Emerging questions

- Evidence of the school's approach to working with families on attendance, application of behaviour strategies within the home.

Personal Development

Evidence to support the school's self-evaluation

Possible areas to consider:

- How curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development?
Personal and health development is embedded in all areas of the school. Staff are hyper vigilant regarding any concerns, particularly with the non-verbal cohort of pupils, and they ensure referrals to health care are followed up and actions are implemented. Staff are aware that healthy, happy pupils learn best. Every opportunity to develop pupils understanding of how to tolerate and support others is optimised. Pupils report that they are taught to be friendly to one another and for some cohorts an understanding what citizenship is, is taught as part of the PSED curriculum
- How are the requirements for the agreed syllabus (for RE) being met (if applicable)?
The school utilises Northumberland SACRE curriculum with cohorts who can access this level of learning. RE includes, thoughts for the day, tolerance, kindness and respect and some classes have meditation sessions to support their focus on the positive aspects of their life.
- Pupils' understanding of the protected characteristics and how equality and diversity are promoted consistently across the school.
Pupils report that any bullying behaviour is identified and managed swiftly by staff. The school works tirelessly to instil respect and understanding of the needs of others. This was reported as a strength in the recent Ofsted.

Emerging questions

- The lead in PSED has further ideas to strengthen the approach further. How are these being actioned and what impact is expected?
- How has work with families impacted upon pupil's mental health and development?
- Are referrals to LA services impacting upon well-being of pupils? There are concerns regarding the lack of support from social care have school leaders had an impact on ensuring actions are followed up consistently?

Leadership and Management

Evidence to support the school's self-evaluation

Possible areas to consider:

- How well do leaders articulate a clear and ambitious vision for **all** pupils?

This is a strength of Cleaswell Hill. The HT has developed a long-term vision, with key stakeholders, to sustain an upward momentum in terms of the school being the 'best version of itself'. Leaders, including governors, are delighted by the outstanding Ofsted judgment but remain, even more, focused on developing the school further.

- How well do leaders articulate how the size of the school has shaped the model for its curriculum delivery?

The self-evaluation documentation includes detailed contextual information regarding barriers to learning. As a result, school has focused school development on overcoming these barriers and expectations are high as a result.

- Continuous professional development opportunities and how these link to school priorities.

There is a clear strategy for CPD in relation to the 5-year plan which includes a section on workforce development. An analysis of need informs staff development opportunities including the development of systems leaders.

- Community engagement.

This has developed since covid and pupils have opportunities to access community activities linked to the curriculum. Post 16 have work related learning opportunities off site and transitions to placements beyond school are well planned and this supports successful placements.

- Staff workload and wellbeing.

This is a feature of senior leadership meetings and governor reports. Leaders are vigilant and mindful of staff well-being. They know the staff well and are highly supportive of any concerns.

- Role of governors and how they fulfil their statutory duties.

Governors are highly proactive in support of the school. During inspection they were able to articulate a wealth of information on school development and how they will support and challenge further. Link governor visits are coordinated across the school year and their reports shared with the full board.

- Is the safeguarding policy consistently applied to ensure pupils feel safe and comfortable in school, including links to equalities?

Safeguarding has the highest priority at Cleaswell Hill as staff are vigilant and swift to report any concerns using the CPOMS school-based system. The recent Ofsted inspection noted the culture of vigilance and embedded aspects of child protection.

- How is the voice of the child listened to?

Staff work hard to ensure all children can communicate their needs and concerns, including non-verbal children and those using AAC. They understand dysregulation, particularly for the most complex learners, can stem from a need and as such they use a range of communication aids to enable children to inform them of concerns.

Emerging questions

- The impact of partnership working with Castle school and plans to ensure capacity at Cleaswell.

Early Years

Evidence to support the school's self-evaluation

Possible areas to consider:

- Can **all** subject leaders, in addition to EYFS leaders, articulate their broad and ambitious curriculum intent and implementation from entry to the EYFS to the end of Year 4/6

Children's learning is mapped on an individual basis to ensure their needs are met. The school works with a wide range of SEND and they have developed a curriculum and assessment tools which ensure all teachers know baseline information, what should be taught next and what end points a child should reach when they move classes. The curriculum is mapped across school for all three curriculum strands and as a result primary teachers are knowledgeable regarding previous learning and they then plan progressions accordingly.

- How the school knows if children, particularly the youngest children, in EYFS feel safe and if they are happy, stimulated and secure

Changes in behaviour are observed and any concerns discussed with parents, leaders accordingly. Pupil's signs and symbols include words associated with safe, happy, sad etc. Safeguarding is an area of strength for the whole school and EYFS staff are highly vigilant in noticing any concerns and reporting these in line with policy.

Emerging questions

- **Changes to leadership and the impact of this on standards?**

Sixth Form

Evidence to support the school's self-evaluation

Possible areas to consider:

- The extent to which leaders and teachers have high expectations for attainment and progress.

All staff working within sixth form have the highest expectation for students as demonstrated in the wide range of accreditation and opportunities to generalise taught skills in functional situations.

- How the school enables students to:
 - develop personal, social and independent learning skills

There are wide ranging opportunities for students to learn beyond school. The development of independence is a feature of the whole school's approach as staff optimise pupil's abilities to demonstrate what they have learned in school in functional, community-based activities.

Emerging questions

- **Planning for additional provision and the potential impact for sixth form learners.**
- **Changes to leadership in phase 5 and how this has impacted upon standards.**

Part 3
Other information to note
<ul style="list-style-type: none">•
Feedback from the Headteacher
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Requests to the LA for further support
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