

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: 8 th March 2023	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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Developments and Strengths since last SIP visit. Additional information in this report is in blue.

- 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. This has developed further as there is strong evidence of more staff assessing levels of pupil emotional arousal and providing effective strategies to re-engage pupils in learning prior to any dysregulation. This results in minimal lost learning opportunities. Observations during the SIPs and DHT learning walk provides many examples of therapy strategies being embedded in the work in classrooms. Staff's specialist responses to pupils have become more 'automatic' and consequently pupils' needs are being met. There is

still some variation in the extent to which therapy strategies are deployed as the school therapy team remains small in number. The impact, however, is palpable.

- A review of the curriculum is underway and will include teachers' ideas on what motivates them to deliver high quality teaching consistently. This work will involve partner schools. There is an action plan in place for this review including subject frameworks which will build schemas, mental processes to assist in the organisation of the work involved. The reviews purpose is clearly identified and includes the drive to ensure representation of protected characteristics resulting in every child feeling respected and valued as individuals.
- 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. Innovation continues as Cleaswell work proactively to support SEND services in Northumberland. Their involvement in a local partner school has resulted in major improvements in provision. The LA and Cleaswell are working in partnership to develop 14-19 provision off site. Plans are underway on the offer to ensure senior pupils have significantly more opportunities to engage with the community.
- 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'. The NAPPI (Non Abusive, Psychological and Physical Intervention) strategy is well embedded and a rolling programme of training ensures all staff are up to date with the varying levels of input required to ensure safety. Recording systems are monitored for consistency and staff are now using the 'same non- emotive language' to record incidences. This ensures leaders can investigate, debrief staff and deploy support more effectively. This reinforces safety measures highly effectively.
- Positive, trusting relationships, pupils feel safe and can rely on staff for support. Safeguarding remains highly effective. There is a culture of vigilance and staff are highly committed to ensuring pupils are safe and secure. The link governor visits school regularly and she is highly experienced in safeguarding, equality and diversity. An outcome of the Spring term visit is an update to the schools Equality Statement and Objectives. This work will further reinforce staff understanding of the aim to treat everyone fairly in support of building respectful and trusting relationships. The link governor's report to the Board provides objective advice and guidance in support of best practice.
- 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. There is strong evidence of the impact of therapy in school. Sensory integration techniques were evidenced in many classes during a learning walk as was colourful semantics, visual communication strategies and teacher language differentiated to pupil's language comprehension levels. Resources in support of pupils with physical disabilities includes improved positioning in support of accessing learning and the development of high-quality Rebound Therapy. There is further work required to optimise specialist resources but in terms of the impact the small team of very experienced therapists and the mental health lead are having is very evident.

- Leaders recognise the benefits of teachers' and pupils' engaging in external research and pilot studies. This includes participation in a Careers Impact Review which will result in a self-assessment of provision for the North East LEP (Local Enterprise Partnership). Cleaswell is developing a culture where teacher enquiry and classroom-based research is influencing practice. Within the context of the complexity of pupil needs, this will support further engagement in learning as staff have proactively considered and trialled a range of strategies to support individual pupils.

The school currently regards the areas for development to be:

- There is evidence of staff ensuring the onus for learning is with the pupils as a result of the approach of teachers in some classes. At its best, evidence includes staff adapting their questioning to emphasise a solution focussed approach, self-assessment of need and independent learning strategies. Within SEND there can be an approach to facilitate learners to a degree where they don't need to think deeply about solutions to problems. At Cleaswell there is a shift in culture and some staff are highly effective in supporting pupils to think about 'how' to learn.
- **Developing work with parents to support a holistic approach to pupil learning.** There has been a re-focus on work with parents and much discussion on the most effective way to engage with families. Leaders agree Cleaswell's approach will not be tokenistic and they work hard to include families in the life of the school. Cleaswell is involved in a project to reduce parental conflict with the organisation 'What Works for Early Intervention' and 'Childrens' Social Care'. Impact will be evidenced and reported appropriately as there is drive to learn from the outcomes of the project in support of parents.
- **Implementing year 1 of the 5-year strategy.** A Spring term review of the 1st Horizon within the plan is underway. Leaders systematically approach the development of initiatives within the plan, including writing action plans to meet objectives. The review will capture work to date and evaluate remaining priorities in line with the whole school self-evaluation strategy.
- **Assessment review to streamline systems further.** Work on developing an assessment which is fit for purpose, robust and relevant is well underway. The work has an added incentive as it will reduce teacher workload. The new system links curriculum priorities to assessment more effectively and the reporting and recording system will utilise the best of the previous system but involve teachers focusing on priorities strongly linked to curriculum outcomes. Leaders will include high levels of moderation as part of the implementation strategy to ensure consistency of approach and learning commensurate to ability. The assessment system is on track to be introduced in September and information from pilot studies will be evaluated to ensure the system is fit for purpose.
- **Extending 14-19 provision.** Plans are underway to provide an aspirational provision off -site. Partnerships are developing as a result of the additional provision and the vision where further opportunities for 14-19 students to develop independence, inclusion in the community and an opportunity to 'live their best life' is becoming a reality.

Contextual Information					
Current number on roll	211		% and number of SEND pupils	National ¹ : 12.6%	100%
% and number of disadvantaged pupils	48.8%	103	% and number of EHCPs	National ² : 4%	100%
Current attendance	90.68%		Brief comment on attendance:	Attendance is scrutinised on a daily basis and absences are followed up swiftly. Cleaswell consider national and local data in comparing attendance figures. 86.3% national and 81.7% Northumberland in specialist school settings.	
% and number of persistent absentees	16.59%	35			
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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/Keeping_Children_Safe_in_Education_Updated_September_2022.pdf) (updated September 2022)?
- Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/Keeping_Children_Safe_in_Education_Updated_September_2022.pdf) (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](https://www.ofsted.gov.uk/publications/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)?

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>

- 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?

Statutory data is not pertinent to any analysis at Cleaswell due to the complex nature of pupils needs. Baseline information is used effectively to ensure pupils are challenged to achieve a mastery in the application of knowledge and skills. Data is collated and analysed by cohort, subjects and curriculum pathways. The evaluation of the quality of EHCP targets has resulted in changes to ensure pupil priorities are identified. As the quality of long-term EHCP target setting has improved, this has impacted on the SMART target setting within learning plans. Improving the relevance, reliability and validity of data remains a priority with innovative work on assessment/EHCP reviews underpinning the drive to ensure systems are fit for purpose.

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 SIP and DHT learning walk evidenced effective strategies being deployed across all curriculum pathways. The DHT will follow up 'outliers', pupils unable to access class-based work at this time, to ensure they have opportunities to access an enriching curriculum. There is evidence of embedded therapeutic strategies impacting upon levels of engagement particularly with the most complex cohort of pupils.

Which subject areas are a strength of the school's curriculum?

The English teaching evidenced during the SIP and DHT learning walk was of particular high quality. Teacher's language levels matched pupils needs and SaLT therapy input was clearly impacting upon progress and achievement. At its best, teaching and learning was observed to be exemplary with ECTs deploying effective strategies to engage pupils in exciting and challenging activities. Further work on ensuring teachers have even more opportunities to develop their practice is underway and includes an enquiry-based model. Further developments are now being implemented to embed literacy across the curriculum with opportunities such as pre-teaching vocabulary.

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 engage and communicate in order to develop independence. Leaders are aware that communication underpins all aspects of the curriculum and systems are in place to encourage pupils to optimise opportunities to engage in a wide range of activities which involve communicating with others. Community access is an important aspect of the work of the school and pupils engage in a range of experiences, linked to curriculum outcomes, to develop an understanding of the world we live in. From a base-line pupils are encouraged to strive to 'do the best they can'. Expectations are high and staff work hard to support pupils to be aspirational about their futures.

- Is the school fully versed in the implementation of phonics, reading and mathematics, including up to date training for relevant staff?

During the learning walk with the DHT the SIP observed high quality phonics teaching and learning. Opportunities to learn phonological awareness skills are cross curricula. 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

- Evidence of pupils struggling to engage receiving high quality learning experiences, commensurate to need.
- The development of a reading spine that exposes pupils at every level to a variety of cultural texts in both fiction and non-fiction.

Behaviours and Attitudes

Evidence to support the school's self-evaluation

Possible areas to consider:

Policy, practice and consistency.

Behaviour and attitudes, from pupils starting points, is exemplary within school. Staff's ability to deploy strategies to deflect, manage and support potential dysregulation are highly effective. There is evidence of staff deploying therapy and NAPPI strategies to best effect. This results in calm, conducive to learning, classroom environments.

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.

Information regarding any incidents is recorded and monitored to ensure staff and pupils are supported, but also that lessons are learned and alternative strategies discussed to provide the best opportunities for pupils to engage effectively.

Analysis of absence and exclusions and the impact of actions taken.

Cleaswell Hill continues to monitor absence on a daily basis. Leaders are highly vigilant of absence and any non-attendance is followed up rapidly. Staff work hard to maintain good relationships with families, they know children and families well and are highly proactive in support of attendance. This results in effective support to prevent any perceived concerns before they result in a family disengaging from school. Attendance is well above national and local figures.

Emerging questions

- Continued support of families and evidence of impact.

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 a strength of the school. During a learning walk there was strong evidence of staff using every opportunity to engage pupils, develop self-esteem, manage dysregulation with respect and interact with pupils on topics which were clearly highly pertinent. This impacted upon learning as pupils feel respected and nurtured.

Pupils' understanding of the protected characteristics and how equality and diversity are promoted consistently across the school.

Leaders have recently updated their Equality Statement to reflect a renewed emphasis on ensuring all children are 'seen', have a voice and are listened to. Pupils are respected and valued in school for who they are.

Emerging questions

- The lead in PSED has further ideas to strengthen the approach further. How is the work of the mental health lead impacting upon pupils' personal development?

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?

Leaders, including governors remain highly ambitious for the school. This is evidenced in the wide range of opportunities they develop to support school provision. These include successful fundraising to enhance opportunities for pupils learning, innovative approaches to staff CPD, including classroom-based research, a pedagogy which includes outcome based research models, increased numbers and a new 14-19 facility. Governors support and challenge with frequent planned visits resulting in open and honest discussion on further improvements.

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.

Systems leadership development includes support of other schools and the LA including the secondments of leaders. There is a commitment to support SEND provision as leaders have strong ethical values regarding outcomes for all SEND children and young people.

Community engagement.

This has grown substantially since the Autumn term report. Cleaswell evaluates the expected outcomes from community engagement and targets those opportunities which will have the greatest impact. The school operates a charity Foundation and this is successful in supporting and involving local communities in the life of the school.

Staff workload and wellbeing.

The HT reports upon staff well-being and workload to governors who are mindful of the need to maintain morale in pursuit of staff giving of their best. Leaders are vigilant and mindful of staff well-being and have developed an assessment system which will reduce workload significantly. Leaders ensure they are available to support staff welfare and as they know staff well, they can structure support to ensure best outcomes for staff and school.

Role of governors and how they fulfil their statutory duties.

The skill base of governors is impressive in terms of experience, skills and knowledge and the full Board are committed and supportive of the school. Link visits are planned and outcomes inform further school improvement initiatives. The Chair meets the HT regularly to discuss strategic overview and the impact of any initiatives. Together they inform the Board of key aspects of school improvement and development.

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. Leaders work hard to engage local services in support of pupil's safety and well-being.

Emerging questions

- What is impact of stakeholder voice on planned initiatives?

Early Years

Evidence to support the school's self-evaluation

Possible areas to consider:

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

During a learning walk with the DHT the SIP observed children within EYs engaged, settled to learning, where appropriate, and communicative. Changes in behaviour are observed and any concerns discussed with parents and /or 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.

Is there evidence of a progressive approach to outcomes from EYS to Yr1?

There is strong evidence of the approach in EYs developing children's ability to sustain learning and engagement over time. The SIP is aware of some of the pupils needs extensively from work undertaken in the Autumn term. The improvement in this cohort's learning, communication and ability to share the focus of attention is exceptional. In Reception and Year 1 aged children were observed persevering with challenging tasks and attending to staff talk intently. The EYFS lead is ambitious for

children in her care. She supports staff CPD and evaluates specialist approaches to ensure they have the outcomes intended. Standards remain high in spite of a change to leadership.

Emerging questions

- What are the plans and intended outcomes of developing the outdoor space?

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.

There has been a review of accreditation in Post 16 and as a result all learners have access to accredited work. There is evidence of parent's appreciation of this as low ability, engagement level students, have previously been unable to access any accreditation. The newly appointed leader in Post 16 has developed an approach to optimise outcomes for this cohort. There has been no drop in standards due to a transfer of leadership. The Post 16 lead is ambitious and works to ensure all staff continue to work collaboratively. The provision is on track to ensure there are no NEET students in Sept 23.

Emerging questions

- Planning for additional provision and the potential impact for sixth form learners.

Part 3

Other information to note

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Feedback from the Headteacher

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Requests to the LA for further support

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