

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: 19 th June 2023
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
Developments and Strengths since last SIP visit. Additional information from the summer term visit (JUNE 23) is recorded in green.											
<ul style="list-style-type: none">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.

JUNE 23

In discussing the strengths of the approach leaders adopt in maintaining a highly effective school culture, the HT and DHT state that, the recognition of talent and subsequent support given to staff in their professional development has a major impact on sustaining an ambitious approach linked to the school's vision.

There is evidence in the SIP visits this academic year of the school's senior leaders: -

- Sharing goals and vision through a five-year strategic plan and as a result Cleaswell Hill know 'where we're going, how we get there and what it looks like when our intentions are achieved'.
 - Collegiality – 'We're in this together and every support will be available to assist staff in their development'.
 - Continuous improvement and lifelong learning are valued as the HT recognises that school can always be better. (The best version of itself)
 - Risk taking, this is apparent in the recent classroom research projects staff have undertaken including trialling an approach to teach maths in the hydro-pool. A 'no blame approach' to staff learning from mistakes is part of the school's culture.
 - Celebration, good humour and clarity of purpose supports a whole school 'feel good factor'.
- 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 review's purpose is clearly identified and includes the drive to ensure representation of protected characteristics resulting in every child feeling respected and valued as individuals.

JUNE 23

The DHT has qualified the intention for changes to the curriculum. This includes an even more focussed approach on the curriculum being central to planning and assessment. Classroom observational data and analysis has revealed that lessons are more effective when staff include their ideas linked to what they are passionate about. This concept will be fundamental to curriculum development.

- 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.

JUNE 23

The HT reports that the number of initiatives taking place in school are an indication of how dedicated staff are to continuous improvement. Evaluating outcomes from staff's ideas and embedding these appropriately is part of school's longer-term strategy. The latest HT report includes an analogy of the rate of progress since the Covid pandemic linking this to be explosive growth of bamboo! Evidence of teachers as researchers in the classroom has had a significant impact as evidenced during a learning walk. The drive to create the best learning environment for learning is palpable.

- 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.

JUNE 23

The SIP has worked in classrooms over the past few years at Cleaswell and consequently is well aware of the profile of many of the pupils. As a result, it was clear that progress towards pupils being included in whole class and small group activities was remarkable. This SIP visit has involved observations in nine classrooms and at no point was learning interrupted by the dysregulation of pupils. When pupils were at risk of being unable to access learning, interventions supported best outcomes. Behaviour for learning as evidenced during the learning walk was exemplary within the context of pupils starting points and their profile of SEND.

- 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.

JUNE 23

Cleaswell Hill school has many strengths as evidenced in their Ofsted report which has no action points for development. However, the relationships between staff and pupils are, particularly, of note. Evidence during the learning walk included staff intervening at just the right time to support pupils

learning. 'Just the right time' was when pupils had attempted activities, persevered appropriately and then attempted to use the same failed strategy again, only then did staff intervene to mediate learning. In evaluating, with the DHT, following observations it was evident why some strategies were adopted linked to the profile of pupils SEND. This is exceptional SEND 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.

JUNE 23

A recent therapy review has further informed how best to secure outcomes for pupils, particularly for the complex learners. An Engagement+ curriculum provision is being devised to ensure a highly personalised approach results in pupils accessing learning commensurate to ability, mental health and well-being concerns and SEND profile. The work of therapists continues to markedly enhance provision and evidence of staff utilising therapeutic taught strategies continues to progress very well. The use of sensory approaches, dysregulation management techniques and augmentative communication systems are now embedded strategies. This is on-going and following the SIPS and DHTs learning walk further support to ensure classroom environments suit learners needs and reinforcing a pedagogy which involves reducing 'teacher voice' is underway.

- 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.

JUNE 23

The teacher based-enquiry approach is commendable and has led to staff seeking solutions related to how they can improve their practise further. Classroom leads and teachers talked about their findings and the impact of their research. They answered challenging questions with confidence and clearly relished this 'research' approach to staff CPD. The level of enquiry-based research is of a high standard and laudable as it included challenging pre-conceived practice and pedagogy in relation to finding solutions to key aspects of teaching and learning some pupils found difficult. This is exceptional, high quality CPD which is pushing boundaries and developing professional reflection.

The school currently regards the areas for development to be:

- 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.

JUNE 23

Leaders have now evaluated how they can best engage parents in the life of the school as equal partners in the education and development of their child. Cleaswell has worked successfully with parents for a number of years but wished to add further value to the process of developing parents as influencers in school improvement. As the result of evaluating the health and nutritional intake of many pupils and reinforced by research, school is focussing on developing a graduated approach to improving the nutritional intake of pupils within the context of improving the quality of lives of pupils and their families. A working party has been established and this includes a nutritionist/dietician and parents. The link governor for this area of provision has visited school and will provide input appropriately.

- 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.

JUNE 23

Governors have received a report detailing the success of the 1st Horizon including the impact of the intended outcomes. Nineteen intentions were included in the year 1 plan within the context of the 5-year strategy. Fifteen have had significant impact on the development of the school. One was considered no longer pertinent and the remaining two are being subsumed into the year 2 Horizon.

The year 2 Horizon will be in place before the end of the summer term.

A highly successful year at Cleaswell in relation to achieving/surpassing expectations within their improvement agenda. The school continues to be an outstanding provision and since their inspection many areas of school improvement have surpassed Ofsted criteria for judging standards.

- 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.

JUNE 23

The assessment system has been further developed and is on track for introduction in Sept for core subjects following the evaluation of the pilot studies.

- **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.

JUNE 23

The Appleby Post 16 Centre is a wonderful addition to provision at Cleaswell. There are some concerns regarding the conversion but hopefully all will be rectified in readiness for an autumn term opening. Off site provision for the oldest students in school has been part of the HTs long term vision. Further extended learning opportunities are being planned for the future.

Contextual Information					
Current number on roll	211		% and number of SEND pupils	National ¹ : 12.6%	100%
% and number of disadvantaged pupils	50.71%	107	% and number of EHCPs	National ² : 4%	100%
Current attendance	Spring 90.68% Summer 90.66%		Brief comment on attendance:	Cleaswell consider national and local data in comparing attendance figures. 86.3% national and 81.7% Northumberland in specialist school settings. The DHT is leading an initiative to	
% and number of persistent absentees	Spring 16 8.5% (18)	Summer 6.16% (13)			

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>

				improve attendance further as there is an understanding of the risks of non-attendance for some pupils. This includes a graduated response linked to working more closely with the LA.
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?

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.

JUNE 23

The learning walk carried out by the SIP and DHT included reviewing a sample of PLIMS targets, linked to EHCP long term targets. All PLIM targets reviewed included SMART targets with clear relevance to pupils needs. When asked staff could describe progress towards meeting targets and next steps in the learning process. The collation and subsequent analysis of data informs next targets and evidence linked to the schools' statutory duty to report upon EHCP outcomes at Annual Reviews. The use of PLIMS is highly developed, relevant and reliable in detailing progress towards meeting long-term EHCP targets.

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.

JUNE 23

Curriculum provision is being enhanced further by the introduction of an Engagement+ model to meet the needs of pupils who are struggling to maintain access to provision for long periods of time due to their complex profile of needs. Therapeutic strategies are crucial to plans to provide quality provision for a small cohort of pupils attending school. The impact of therapy is clearly evident for this cohort as they are maintaining daily access to school, accepting sensory regulation techniques and developing communication skills commensurate to ability and profile of highly complex needs. The Engagement+ curriculum approach is innovative as it will include a therapeutic approach to meeting the needs of highly vulnerable complex learners.

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.

JUNE 23

En and ma lessons observed during the SIPS learning walk were exemplary as levels of engagement, pupil feedback and staffs understanding of their subjects were effective in supporting best outcomes. PHSE is core to all aspects of the school's work. Interactions between staff and pupils clearly support the development of each child's character.

- 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.

JUNE 23

The school's lead teacher in phonics is the NE Essential Letters and Sounds trainer. A highly experienced teacher who team teaches with colleagues in support of maintaining phonics as an excellent aspect of Cleaswell's provision. Staff are now using phonics data confidently to inform future planning, deliver bespoke interventions and support learners who have been identified as having gaps in their phonic knowledge.

Emerging questions- Leaders have provided written evidence in answer to all emerging questions in this report.

- Evidence of pupils struggling to engage receiving high quality learning experiences, commensurate to need.

JUNE 23

Evidence is available within: curriculum and assessment review; pathway developments; therapeutic support; PLIM target prioritisation; T and L observational evidence; evidence-based approaches and positive outcomes; teacher's carryout metacognitive class-based research projects; shared understanding of what great teaching and learning looks like; understanding of the science of how we learn and implementing ideas in classrooms; a strong, vibrant learning community.

- The development of a reading spine that exposes pupils at every level to a variety of cultural texts in both fiction and non-fiction.

JUNE 23

Reading spine now created which reflects all pathway needs to ensure access for all pupils at all levels.

Access to books and additional reading materials form part of the long-term strategy in school.

Leaders have worked effectively to ensure that books are not tokenistic but an integral part of learning. Taught topics include access to a wide range of genre including protected characteristic, emotions, fact and 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.

JUNE 23

There is strong evidence of therapeutic support aiding emotional regulation. Staff are utilising taught skills and intervening, sensitively and in a timely manner to support learner's ability to self-regulate.

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.

JUNE 23

The DHT has developed a highly responsive strategy in support of attendance. School has adopted five foundations for effective attendance including: supportive policies, systems and processes including LA collaboration; whole school thinking, culture and climate based upon a child centred approach; professional learning/CPD to support a whole school approach; implementation targeted within the context of understanding the complexities involved in non-attendance; connection with positive relationship foci. This approach is highly strategic and based upon an understanding of the needs of families and how best to support improved outcomes, particularly for persistent non-attenders.

Attendance at Cleaswell is yet to reach pre-Covid levels but is improving over time. 94.21% 2018-19 pre-Covid: 89.90% school year following Covid 2021-22. Presently attendance figures are 90.66%

Emerging questions

- Continued support of families and evidence of impact.

JUNE 23

There is a whole school approach to maintaining and developing relationships with parents. Cleaswell is ambitious in its vision for working with families as they wish to work in partnership to shape school improvement. There are plans to work closely with parents in the development of a comprehensive approach to food and nutrition.

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.

JUNE 23

Within the Core and Extended pathway mental health audits have been carried out to identify need and plan interventions. This has resulted in targeted support which has developed pupil's self-esteem and confidence. PLIM targets were monitored as part of the learning walk and it is clear that emphasis is clearly focused upon the development of personal, health, social and emotional well-being. Opportunities for pupils to self-regulate are clearly evidenced in all classes and pupils are encouraged to persevere when they encounter challenge.

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?

JUNE 23

Staff are highly responsive to need. They are skilled in supporting pupils who are struggling to regulate behaviour, cannot manage transitions or have transient difficulties which challenge their ability to access learning. The mental health lead, working closely with the therapy team, has established which pupils are at risk of mental health difficulties, and as a team, they plan interventions and sign post to additional services appropriately. The work this team undertakes includes skilling TAs to work effectively with pupils requiring additional support and this includes teaching pupils coping strategies.

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. Governor's 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.

JUNE 23

Governors continue to be proactive in their leadership and supportive of the initiatives undertaken in school. They monitor provision and feedback to the full governing board where any further actions are discussed within the context of the five-year vision. Newly appointed leaders are supported proactively by experienced senior leaders and CPD is being planned to ensure new middle leaders have a grounding in leadership theory within the context of Cleaswell's vision and strategic plans. The DHT, outward facing, plans to research leadership training within the context of promoting a whole school approach to leadership in action. The HT continues to encourage a systems leadership approach within the context of capacity and positive outcomes for Cleaswell. Leaders articulate what they have learned from contact with partner schools and the rich professional discussions and debates which take place reinforce the vision of Cleaswell becoming the 'best version of itself'.

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.

JUNE 23

Safeguarding is exemplary and ably supported by a highly experienced member of the governing body. Monitoring is systematic and requests for additional support from LA services relentless. At times the lack of follow up from social care results in additional work for the lead DSL.

Emerging questions

- What is impact of stakeholder voice on planned initiatives?

JUNE 23

Following the evaluation of the year 1 Horizon the focus for work with parents will be based upon evaluative need. This provides an opportunity for parents to share their knowledge and develop new skills and knowledge, centred around specific topics, in support of best outcomes. Parents will be invited to support the attendance initiative and the food and nutrition work.

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.

JUNE 23

Safeguarding remains a priority across school. There is a culture of vigilance from Eys to Post 16 as staff are fully aware of policy and procedures. Within Eys staff use observation and appropriate questioning to check the welfare of the youngest children. Staff know the children well and continue to monitor and seek assurances regarding any changes in behaviour.

Emerging questions

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

JUNE 23

The development of outdoor learning is part of the year 2 Horizon.

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.

JUNE 23

There continues to be a drive to ensure the highest standards are maintained within post 16. Plans to focus the curriculum on the four areas of Preparation for Adulthood are sound and based upon the vision to develop independence in support of improved quality of life beyond school. Students continue to make expected or beyond expected progress.

Emerging questions

- Planning for additional provision and the potential impact for sixth form learners.
The Appleby Centre will provide additional space to enhance post 16 provision. The plan is to include Creative Arts as an extensive part of the curriculum. Space will be utilised to expand access to Forest School learning, Duke of Edinburgh award development, and Horticulture opportunities. There is a strong drive to provide links with community resources to develop interests beyond the school environment.

Part 3

Other information to note

-

Feedback from the Headteacher

-

Requests to the LA for further support

-