



Governor Visit Record

Date	14.6.23	Governors	P Ford-Hutchinson
Objectives for			
<ul style="list-style-type: none"> • To assess and monitor the progress and quality of education since the previous Ofsted visit (June 22) 			
Links with School Development Plan			
Whole school targets			
<p>Q of E - Setting the highest professional standards as a mark of quality and effective performance through sustained professional growth.</p> <p>L and M – Improved pupil outcomes and increased leadership capacity are driven by the implementation of our pioneering five year plan.</p>			
5 year strategy			
<ul style="list-style-type: none"> A. Cleaswell Hill is outstanding, pioneering provision as it has developed ground breaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff. B. The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision. C. Cleaswell Hill's approach to researching best practice outcomes and promoting an enquiry-based culture, in order to grow and develop, results in the school being an inspirational centre of excellence. This approach remains key to success in all areas of school improvement. 			
Background preparation			
<p>Previous employee at Cleaswell Hill</p> <p>Work at Castle school, a Cleaswell Hill partnership school.</p> <p>Cleaswell and Castle share the same SIP (School Improvement Partner)</p>			
Scope of visit / Breadth of visit Scrutiny			
<p>Scrutiny of documents</p> <ul style="list-style-type: none"> • Assessment overview PowerPoint • Launchpad to maths • Maths key vocabulary • Art knowledge organiser • Intent, implementation and impact curriculum rationale document • Long term plan • Engagement curriculum map and assessment • Pupil work books 			

- Assessment examples
- Curriculum and Assessment Action Plan

Staff Involved

- Karyn McMahon
- David Evans
- Juliet Ruddick
- Rachael Howitt
- Charlotte Calcutt

Cleaswell is dedicated to delivering high-quality education for students with SEND, that emphasises the importance of personalised learning and individualised monitoring and a curriculum tailored to specific needs. There is a strong commitment to ongoing improvement in education and assessment, despite the outstanding Ofsted judgment. There is an enthusiasm for research and innovative strategies to meet diverse needs.

There is a collaborative nature to curriculum development, involving teachers in reviewing and updating practices. Professional development is emphasised, with staff encouraged to attend training sessions and engage in research to enhance pedagogical approaches. The school has recently focussed on Habits of Mind, Intelligence Learning Behaviours, and Blanks model.

The implementation of Launchpads in subjects was a notable curriculum feature. Launchpads act as foundational learning experiences, linking to the Cherry Garden from Branch 6 to 10, providing a scaffolded and tailored progression for students with SEND. Branches 11 and 12 directly align with the national curriculum, ensuring a comprehensive education.

Launchpads serve as springboards for subjects, introducing fundamental concepts, skills, and knowledge. They follow a logical progression, building upon prior learning and promoting meaningful connections. These launchpads are interactive, multisensory, and cater to diverse learning styles and abilities.

For the more complex pupils at Cleaswell there is a focus on a caring community, productivity, and high-quality relaxation. It involves recording engagement through green scale activities, utilising communication and sensory profiles, and following a consistent approach plan. The staff are trained in key strategies such as intensive interaction, attention autism, and PECs. They create purposeful learning environments, including engagement stations outside, and assess students' preferences through developmental checklists. A big carousel approach is used to offer activities aligned with students' targets in different environments. Overall, the Green Scale Activities promote individualised engagement and a positive learning experience for students.

The engagement curriculum considers the specific needs of students, including the required number of sensory and topic-related activities. Tuff spots are utilised to address topic areas, while outside activities such as bubbles and scooters promote engagement. An engagement activities tally chart is used to monitor progress. For

students with OCD, the curriculum ensures a structured approach with a blank canvas and one activity presented at a time to avoid overwhelming a pupil's need for control over their environment. The engagement curriculum aims to promote meaningful and personalised learning experiences for students.

The SaLT leads on the implementation of a range approaches at Cleaswell. The focus is on determining the specific language needs of the students and avoiding overwhelming them with excessive information. Blanks Level Assessment is used to assess students' communication level. Additionally, the school uses Colourful Semantics, linking it to curriculum activities and emphasising its application across various subjects. CS is not limited to literacy but extends to engagement strategies as well. The use of NAPPI green scale and Zones of Regulation ensures consistent and predictable language usage. The school incorporate Zones of Regulation into PHSEE lessons and has provided training for parents and staff members.

The sixth form curriculum encompasses a wide range of programs and activities to support the holistic development and transition of students. The curriculum includes accreditations preparation for adulthood, which equips them with essential life skills. It also offers STEM and performing arts opportunities, fostering creativity and exploration. A career development framework is integrated into the curriculum, along with Talentino. Additionally, the curriculum addresses personal, health, social, and economic education (PHSEE), as well as sex and relationships education (SRE). Growing up in Northumberland and Northumberland Skills initiatives prepare students for adulthood and local career opportunities. The inclusion of these diverse components ensures that students in the sixth form receive a comprehensive and well-rounded educational experience.

Assessment practices at Cleaswell align with the curriculum, there are various methods to accurately gauge student progress. The school is committed to fair and equitable assessment processes that reflect individual progress. The current focus is on streamlining and ensuring the quality of data and its application. Efforts are being made to reduce the number of inputs and prioritise quality over quantity, allowing for meaningful and manageable assessment process.

It is hoped integrated moderation will be embedded into pathway meetings, promoting consistency and accuracy in assessment practices. By doing so, the school aims to reduce the rush associated with end-of-term assessments and enable data to be effectively used for planning and informing instruction. The curriculum and assessment framework will hopefully promote creativity and encourage teachers to consider what is being taught and what is statutory, ensuring a comprehensive overview of students' progress throughout the academic year. The spiralised learning model (depth of learning) at Cleaswell deepens understanding by revisiting key concepts and skills progressively. Revisiting topics allows for reinforcement, higher-order thinking, and connections between different areas of knowledge. The model caters to diverse needs, supports differentiation, and promotes long-term retention.

In conclusion, Cleaswell has continued to look forwards since the outstanding Ofsted judgment. The staff's palpable drive and commitment to meeting diverse needs have resulted in a responsive and inclusive curriculum. The school's nurturing environment allows students with SEND to thrive academically, socially, and emotionally.

Issues to be raised with the Full Governing Body (if any)
Ensure consistent quality across all subjects. Ensure that planned approaches are further embedded and teachers are fully supported in implementing the updated curriculum and assessment methods. Ensure consistent quality of assessment practices throughout the school to enable meaningful collection of whole-school data for monitoring and minimising variables. Enhance the outward-facing role of skilled subject leads to improve the quality of SEND provision in partner schools.
Plans for Follow-up Visit
Autumn 2 – 23/24
Date reviewed at FGB