

Local Authority School Improvement Partner Report: 2023 – 2024

Name of School- Cleaswell Hill			
Headteacher	M Jackson		
Chair of Governors	T Chrisp		
School Improvement Partner	L Watson		
Dates of meetings	Autumn: 8 th November 2023	Spring:	Summer:
Focus			

Most recent Ofsted inspection judgement: (month/year)						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
Estimated date of next Ofsted inspection: (use this doc to help) 2027											

The school currently regards its strengths to be:

- The school's vision to strive to be the best version of itself in all areas of improvement
- A continued relentless drive to improve further
- Highly effective leadership and management, including governance
- A 5- year strategy which supports sustained improvement

- Staffs approach to 'going the extra mile' to ensure pupils make progress commensurate to ability
- High expectations of pupils and staff
- The curriculum development this academic year
- The approach to assessment including a review of the present system/policy
- The management of admission and the transition arrangements for new pupil intakes
- The work on pedagogy including a guidance on how the school adopts a meta-cognitive approach to learning
- Class based enquiry and the impact of this on the quality of teaching and learning
- The Appleby Centre provision and vision for post 16
- Strategies to support pupil's regulation and compliance to adult directed tasks
- The impact of therapy approaches utilised to support emotional regulation
- Evidence of the impact of speech and language therapeutic support in enabling pupils to engage in learning.
- Early Careers Teachers (ECT) support which has resulted in these staff rapidly making noteworthy progress in their ability to meet cohort need.
- The development of subject leadership includes support for non-specialist who are involved in the teaching and learning of a board and balanced curriculum. Subject leaders have provided 'knowledge organisers' which detail subject specific key content which informs a sequential approach to curriculum delivery.
- Clarity of whole school targets and the evaluation of progress towards meeting these which informs next steps within a five-year strategy.

The school currently regards the areas for development to be:

- Further support for staff to ensure opportunities for pupils to be independent learners is optimised
- Consideration of the deployment of TAs in relation to matching planned learning outcomes(demand) to levels of support
- Utilising experienced staff in supporting less experienced staff in post 16
- The development of a more consistent approach to utilising 'blank level' assessments to ensure levels of teacher language are appropriate to need
- Team support across classes to further enhance classroom management and the development of opportunities to optimise learning.
- Areas of challenge for the school relates to the continued lack of engagement from external agencies in supporting attendance and welfare concerns.
- The pressure to continue to meet school priorities within a system where costs are escalating and SEND funding is shrinking.

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	National 22- 23 (unvalidated – source 1 , source 2)			Autumn	Spring	Summer
	Primary	Secondary	Special			
Current number on roll	277	1054	144	number		
Overall attendance	94.0%	90.7%	86.9%	92% Sept-Nov 23		
% Persistent absentees	17.2%	28.3%	38.7%	14.74% (19 pupils)		
PP attendance	88.6%			89.37% (111 pupils)		
EHCP attendance	86.7%			92%		
SEN Support absence	88.9%			NA		
% and number of EHCPs	2.5%	2.4%	98.9%	100%		
% and number of SEND Support	13.5%	12.4%	1.0%	NA		
% and number of PP pupils	24.6%	24.1%	46.4%	48.2% (111 pupils)		

Length of the school week (hours)	32 hours 50 minutes	<p>“All mainstream, state-funded schools would be expected to deliver a minimum school week of 32.5 hours by September 2024”. (It does not include pupils in early years settings, 16-19 provision (including school sixth forms) or specialist settings, such as special schools and alternative provision, but specialist settings and alternative provision are also encouraged to consider extending their core week where appropriate.” (DfE) This is non-statutory guidance.</p> <p>The 32.5-hour minimum expectation includes the time in each day from the official start of the school day (i.e. morning registration) to the official end of the compulsory school day (i.e. official home time). The 32.5 hour minimum includes lunch times and other breaks as</p>
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		well as teaching time and any enrichment activities that all pupils are expected to attend. It does not include optional before or after school provision.
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Reminders for the Headteacher

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

Have Governors read [Keeping Children Safe in Education](#) (updated September 2023)? **Face to face training Nov 2023**

Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2023)? **Yes**

Are your objectives within the school Accessibility Plan challenging and reflective of the main accessibility challenges your school faces? **Yes**

Are current equality objectives SMART? **Yes**

Can all staff and governors articulate what the current equality objectives are and how close the school is to achieving them? **Yes**

Has the new [RE Agreed Syllabus](#) been taught from September (if applicable)? **Yes**

Is the school website compliant with the most recent statutory guidance? ([maintained schools](#)) ([academies/free schools](#)) **Yes**

Has [Parent view feedback](#) been reviewed? **Yes**

Are [Ofsted 'requested' documents](#) (paragraph 96) in place? **Yes**

Have you considered the [timing and type](#) of the next school inspection? **Yes**

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?

The school continues to analyse internal numerical data on a termly basis. Information is triangulated with a range of quantitative and qualitative data to provide a robust picture of individuals and cohort needs. This informs interventions and there is evidence of this approach accelerating progress. Pupils at Cleaswell Hill school make excellent progress from a baseline and commensurate to ability.

- What cohort specific strengths and challenges have leaders identified?

The needs of the most complex learners in school are clearly identified and specialist approaches are in place to support learning. Staff continue to assess the needs of this cohort of pupils, working effectively with external agencies, to support on a highly personalised basis. There is a small cohort of pupils who require exceptionally high levels of input from a range of key staff including school leaders. Provision is under constant review to provide consistency in approach. This is a challenge for the school as pupils involved are unable to access any class-based activities and are unable to respond to adult direction. As a result, the management of levels of dysregulated emotional responses, to any perceived challenge, require, skilled, specialist, input. This is an area of concern if SEND funding is restricted.

All school leavers, in September 23, achieved accreditation in line with expectations and a new, Ascentis, accreditation is in place for students with extraordinarily complex needs to ensure all school leavers in 2024 have a portfolio of achieved accredited certificates.

There is evidenced progression pathways across EYs, R and Y1 (Learning Walk observations). Cherry Garden assessment systems are used effectively to support cohort assessment and planned outcomes.

- Are there any significant differences between outcomes for disadvantaged pupils and their peers?

Following the pandemic leaders were keen to analysis data for PPG and non-PPG cohorts as they suspected PPG pupils may be further disadvantaged. They have made concerted efforts to ensure baseline assessment information led to pupils accessing 'booster' sessions where needed. As a result, there is no significant disparity between disadvantaged pupils and their peers.

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

As this is a SEND provision subject areas for some cohorts are not appropriate. In discussion with school leaders and the HT there is a strong consensus that what the school does exceptionally well is developing communication and engagement within the context of personal development. This is a significant strength of the school. Supported by a highly experienced therapy team, who cascade skills and knowledge, staff are enabled to focus on how best to engage pupils in learning and sustain this in support of best outcomes. For example, the use of Alternative, Augmentative Communication systems (devices, sign and symbol) enable pupils to communicate to the best of their ability.

The school has many strengths in relation to its curriculum provision and all subject areas are well developed. En, including Launchpad for Literacy and the school's approach to phonics is supporting reading, commensurate to ability. The school employs a highly experienced Essential Letters and Sounds phonics lead who delivers training across the region. Evidence supports the high levels of expertise staff display due to the consistent drive to improve literacy across school.

Ma teachers are knowledgeable about their subject, and they enthuse other staff in the delivery of high-quality lessons.

PHSE is a core curriculum area for Cleaswell Hill. The lead in this subject has provided case study evidence of the impact of the work the school undertakes to develop pupils' mental health, confidence and self-esteem.

SRE has been developed to ensure pupils can access learning in line with ability as the complexities of understanding relationships is a challenge for many pupils at Cleaswell. Work is clearly differentiated to need.

- How are leaders using assessment to support the teaching of the curriculum?

Assessment is at the heart of the work the school carries out on a daily basis. There can be no comparative data, between SEND schools, or bench marking against national standards due to the unique profile of needs of the school's population. Any analysis in this sense would not be fit for purpose.

Assessment systems have been under review as the previous system was no longer fit for purpose. The proposed system has been developed by the school and is innovative in its approach. The pilot has been successful, and all subjects will be assessed using the new framework this academic year. Presently the school is using a hybrid approach utilising the previous system and the new system to ensure data is informing planned progression. Formative assessment is a strong feature of the school's work, and all staff use this proficiently to inform next steps in pupils learning journeys. Summative assessment is used effectively to provide evidence of what pupils have learned over time. EHCP long- and short-term targets are collated and evaluated as part of the school's statutory duties. The PLIMS and MAPP systems of assessment involve SMART personalised targets and pupils are encouraged to take ownership of these in terms of self-assessing their achievement and planning further challenges.

- What evidence does the school have to demonstrate the impact of any tutoring/intervention/additional support, and what are the next steps?

All pupils are meeting or exceeding targets in line with high expectations. Continued prioritisation of the implementation of the school's high-quality phonics programme is planned this year.

- What does each subject give each child above and beyond the national curriculum (cultural capital, ambition, success in later life)?

Cultural capital for many of the pupils at Cleaswell Hill involves supporting pupils to engage and communicate effectively. This includes indicating needs and making relevant, safe, choices. Pupils have many and varied opportunities to engage with the local community. Planned visits are linked to curriculum outcomes and include the development of social, spiritual and cultural experiences. Careers development is further enhanced by the provision of an off-site post 16 centre. Leaders have a strong vision for the further inclusion of the local community and external visitors to the site to broaden students outlook and aspirations for the future.

Emerging questions

- What is the impact of the SIP visit this term regarding the areas of development in teaching and learning?
- Is there any discernible progress and impact of the revised assessment systems?
- What evidence is available on the school's progress towards meeting its Quality of Education whole school target?

Behaviours and Attitudes

Evidence to support the school's self-evaluation

Areas to consider:

- Policy, practice and consistency.

There are highly developed systems and processes in place for tracking dysregulation and incidents regarding the impact on progress and achievement.

The policy remains relevant, and staff debrief evaluations influence changes in the approach for some pupils. Risk assessments provide robust information on how to mitigate any perceived risks and as a result pupils and staff work safely.

Learning walk evidence indicates a consistent approach to the management of behaviour.

- 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. The school's culture is extraordinarily strong regarding understanding pupils needs and applying interventions that work best within a personalised approach. Staff apply strategies consistently in the management of dysregulation. They understand that unsettled behaviour is linked to communication and unmet need, and they are swift to intervene before pupils become too unsettled as this results in lost learning opportunities. This is a real area of strength in the school and has developed significantly since the appointment of therapy staff. Cleaswell works with some of the most vulnerable children in society and their approach to supporting access to learning, to the best ability of pupils, is impacting on the considerable progress pupils are making in school. The school has increased its support for pupils experiencing mental health difficulties and as a result a comprehensive referral system to engage with external support is in place.

- There is a highly relevant, robust system in place for recording and following up attendance within a revised school strategic approach. The approach the school is taking follows recent DfE guidance published because of national concern regarding the high numbers of 'missing education children' nationwide. The DSL has working diligently and methodically in drawing from best evidence in revising the school's strategy and the link governor is highly proactive in support of best outcomes. From September 23 until the writing of this report school attendance is 92%. This is higher than the national SEND attendance target of 88.7% (LA figure 86.9%)

The school is working to empower parents in the pursuit of improved attendance, and this involves building and strengthening the strong partnership approach the school has fostered over time.

There are no fixed term exclusions this term.

Emerging questions

- What is the impact of the revised attendance strategy on persistent absence figures?
- What progress has been made to achieve the whole school, behaviour, and attitudes target?

Personal Development

Evidence to support the school's self-evaluation

Areas to consider:

- The range, quality and take-up of extra-curricular activities offered by the school, including disadvantaged and SEND pupils.

Cleaswell Hill offers 4 x weekly after school clubs for some pupils who can attend. School transport continues to prohibit some pupil's ability to attend clubs after school. There is a lunch time offer in school which is enhanced by the outdoor facilities-MUGGA etc.

- 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?

The SIP, Learning Walk provided convincing evidence of the approach school has taken to the development of personal, social, spiritual, and cultural aspects of life in Britain. Pupils are taught to be tolerant, kind, and respectful of peers and staff. Pupils' ideas are listened to and where appropriate acted upon to support their all-round development. Reflective moments are built into the school day for pupils who struggle with the concept of faith and religion. Pupils are taught good manners during lunch, and this is reinforced appropriately throughout the school day. The SRE curriculum offer has been reviewed to reflect the needs of the school's population. Sequentially organised activities are planned across age groups and pathways to ensure pupils receive support to understand the difficult underlying concepts associated with sex and relationships education.

- How are the requirements for the agreed syllabus (for RE) being met (if applicable)?

The school follows Northumberland's SACRE curriculum, highly differentiated to need.

- How well do leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature?

British Values are taught discreetly and as part of the continuous learning approach. For example, the curriculum discreetly teaches pupils the importance of following rules in terms of the law/democracy. The frequent reminders of the need to follow class and school rules supports a more generalised and functional application of the values British Citizens should uphold.

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

The teaching of tolerance and inclusion is part of the school's strong ethical values. Pupils are respected and valued in school for who they are. The PHSE curriculum includes work on equality and diversity for the most able pupils.

Emerging questions

- How well is the school achieving its whole school target?

'Equality of opportunity between children is prioritised. Equality is advanced and no child is disadvantaged by a protected characteristic'.

Leadership and Management

Evidence to support the school's self-evaluation

Areas to consider:

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

Cleaswell Hill school leaders live and breathe the school's vision. They model excellence, uphold ambitious standards and drive improvement relentlessly. The school vision is included in the five-year strategy and subsequent improvement planning documentation, it is communicated to governors at every board meeting through the HTs report and the HT uses key aspects of an ethical and moral approach to leadership development in CPD and discussions with staff.

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

As part of the school's drive to embed leadership at every level, Phase leader development this term has included opportunities to grow and learn from experienced professionals in school and beyond. Leaders have had opportunities to develop other schools' provisions as well as participating in externally run opportunities to learn about evaluating strengths and weaknesses and deciding priorities for future development. This is part of the school's continuous drive to sustain outstanding standards in the longer term. Cleaswell has invested significantly in building expertise by identifying key areas of CPD staff feel they would benefit from and building this into their training programme. The work undertaken on classroom-based enquiry is exceptional as this stems from key areas teachers and HTLAs wish to focus on in their work. One HTLA is investigating whether certain types of music enhance concentration whilst pupils are engaged in tasks. Staff will share the results of their classroom-based research with one another in support of the development of a meta-cognitive pedagogy. Leaders have considered the Education, Endowment Fund Research projects and are keen to provide the EEF with evidence of how meta-cognitive approaches to provision supports SEND outcomes.

Bitesize training opportunities are supporting the development of skills and knowledge for TAs who have limited CPD opportunities due to their terms and conditions of employment. Feedback on this has been incredibly positive.

- Community engagement.

There is a continued drive to work with the community in supporting pupils' inclusion opportunities. The Appleby Centre will provide additional space to involve art and culture community links and local business involvement in the life of the school. The fundraising efforts of the school go from strength to strength with plans to learn from local fundraisers regarding how to achieve outcomes in the five-year strategic plan.

- Staff workload and wellbeing.

This is considered when there are any changes to systems and processes to ensure staff are not overloaded. Staff welfare is taken extremely seriously, and all are given time to talk to key staff and/or leaders if they have any concerns. Leaders are clear regarding what constitutes positive well-being and this includes staff understanding they are valued for the work they do. Leaders and governors have deep regard for the welfare of staff, and they frequently provide highly positive feedback on the successes of staff teams. Children's achievements are praised appropriately, and the school community share a deep understanding of how important it is to ensure pupils and staff well-being.

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

Cleaswell have an extremely experienced and talented governing board. They share a keen sense of purpose and are highly interested in the work of the school. Link visits influence the school's improvement agendas and follow up ensures governors are kept informed of the impact their work has on school improvement. All statutory duties are carried out purposefully with support from a LA governing clerk. Face to face KCSIE training is planned for Nov 23 and all governors are aware of the changes to this documentation in September. The governing board is highly effective in supporting best outcomes for pupils.

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

There is powerful evidence that Cleaswell Hill maintains a 'culture of safety' within school as it puts the interests of children first. Safeguarding policy is up to date and includes recent DfE changes to Keeping Children Safe in Education. The lead DSL is a strong advocate of all the children at Cleaswell and she works extremely hard at ensuring external agencies are informed and kept updated of any concerns. A safeguarding audit has been completed this term in partnership with an external provider and as a result priorities have been captured in the schools safeguarding plan. This plan is scrutinised by the link governor who plans termly visits to monitor standards.

Emerging questions

- How well is the school meeting its whole school leadership and management target?

Early Years

Evidence to support the school's self-evaluation

There is clear progression across R to Year 1 (the school does not have nursery aged children). This was strongly evidenced in the SIPs learning walk, Nov 23. Pupils are taught in homogenous groups according to developmental stage and diagnosis of SEND. All pupils have been baselined and targets are set-in conjunction with EHCP long term-targets. Cherry Garden assessment is used highly effectively in supporting a small steps incrementally appropriate provision for the school's youngest children. 90% of pupils met their Cherry Garden target in En and 95% met their maths target by the end of the summer term 23.

Learning is sequentially planned taking account of DfE EYFS curriculum guidance and therefore pupils have access to a broad and balanced approach to learning. Key skills and knowledge, including developing pre-requisites to learning, turn taking, listening and attending underpin the approach across EYs KS1.

Specialist skills and knowledge are clearly observable in classes and staff work hard to ensure pupils needs are met.

The EY lead was involved in the SIPs learning walk and her leadership is clearly impacting upon the positive outcomes observed in each of the three EY, Y1 classes observed.

Emerging questions

- Are the Cherry Garden targets challenging pupils sufficiently considering over 90% achieved in En and ma?

Sixth Form

Evidence to support the school's self-evaluation

Areas to consider:

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

Senior leaders and the sixth form lead have the highest expectations of student progress and achievement. This is epitomised in the high-quality teaching and learning and subsequent feedback from teachers involved in the SIPs learning walk.

Students attitudes to learning and self-regulation within the Appleby Centre is conducive to best outcomes and the dedication and commitment of all staff is exceptionally in supporting students to give of their best.

The Appleby Centre is providing a space for students to learn off-site, and they are clearly relishing this 'grown up' space and step away from the main school environment. This is impacting on their independence and as plans to further enhance community links are underway this will develop independence, broaden students' horizons and provide an aspirational ethos in preparation for adulthood.

Emerging questions

- What is the impact on off-site provision on outcomes?

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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