



**cleaswell**  
**hill school**  
inspire. discover. empower.

SELF EVALUATION

## Context

Data from the English Indices of Deprivation 2019 (IoD2019), the government's official measure of deprivation in England, highlights that Northumberland features in the most deprived 20% of Local Authorities in the country for employment.

Northumberland is 1 of the 10 Local Authorities with the largest percentage point increase in neighbours being rated as the most deprived nationally.

In 2019, Northumberland was ranked 26,616 out of 32,844 Lower-Layer Super Output Area (LSOA's) in England on the Income Deprivation Affecting Children Index (IACDI).

The most deprived LSOA in Northumberland is located in Croft and Cowpen wards, Blyth. This LSOA, within school catchment area, is ranked the 133rd most deprived area in England, (falling into the most deprived 1% of LSOAs).

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Cleaswell Hill is a local authority special school in Choppington, South East Northumberland. Choppington continues to be an area designated as a 'left behind' neighbourhood (LBN) according to a joint report by the All-Parliamentary Party Group and the Northern Health Science Alliance 2019.

LBN communities suffer from the dual disadvantage of the highest levels of deprivation and socio-economic challenges combined with lacking in the community and civic assets, infrastructure and investment required to mitigate these challenges.

'Such areas have tended not to receive their fair share of available investment and they therefore lack the services and facilities that many take for granted'.

'1 in 3 children in left-behind areas live in poverty'. Oxford Consultant for Social Inclusion (OCSI) July 2022

- 231 pupils on roll aged 4-18 years. 100% have Education, Health and Care Plans. 73% boys; 27% girls.
- 119 pupils are in receipt of a Pupil Premium Grant, this is 51.1% of the school population compared to 27.3% national average in schools.

School is organised into 3 'vertical', through-school Pathways (Engagement/Engagement +, Core and Extended) and 6 'horizontal', chronological Phases with 4 classes in each;

Phase 1 EYFS/KS1- Phase Lead – Abi McCarthy

Phase 2 KS1/2 – Phase Lead - Hayley Appleby

Phase 3 KS 2/3 – Phase Lead- Helen McIntyre

Phase 4 KS3/4 – Phase Lead – Jamie Wheadon

Phase 5 KS4/5 – Phase Lead – David Evans

Phase 6 Sixth Form – Phase Lead - Charlotte Calcutt

Engagement + (bespoke provision for smaller cohort of pupils) Lead – Abdah Ali

The dynamic nature and highly responsive approach to learning, together with the size of provision (all age, all aspects of SEND) means that there is much to evaluate. Our SEF is under regular scrutiny to ensure evaluation is linked to key school improvement priorities.

Ongoing improvements to provision are strongly rooted in effective and robust self-evaluation. School Leaders are highly aware of areas of priority, know school well and are committed to develop provision further. Documents (5 Year Plan, Yr2 Plan update, Implementation Plans, Therapy Development Plan, SLT weekly strategic focus, and staff appraisal targets) are available which support the school improvement cycle.

This SEF captures the essence of Cleaswell Hill School and information leads to positive planned change.

#### SEF Judgements

	Date	Overall effectiveness grade	Comment
Last Ofsted inspection	June 2022	1 No areas for development identified by inspectors	Outstanding
Current grade based on SEF/SIP judgements	Summer 2023 (Autumn 2023- verbal feedback- awaiting full report)	1	Outstanding

EYFS Refer to EYFS documentation	<p>As a result of highly effective leadership, provision in EY is outstanding as evidenced by the uncompromising and resolute drive for excellence, starting pre-admission into school by the School Admissions Team who monitor the long term impact of a range of pupils with complex needs to quality assure our provision; build relationships with parents and children and to support successful transition.</p> <p>The curriculum is built on the highest expectations and resourced appropriately. Integrated therapy is a strong feature of the learning offer. Assessment procedures track progress from sound baselines, which informs planning, and next steps. Personal Learning Intention Map (PLIM) targets are written collaboratively within a clear EHCP target setting process.</p>
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	<p>Partnerships with parents are fostered through the use of Tapestry and Stay and Play dates and are instrumental in working collaboratively to have a better understanding of individual children and how to help them best both in school and at home.</p> <p>Focus on communication and interaction giving each child a 'voice'.</p> <p>Successful application (July 2023) to work as partner in the Great North Early Years Stronger Practice Hub will lead to enhanced EY provision for 0-3 years, including SEND across Northumberland.</p> <p>The Great North Early Years Stronger Practice Hub will act as a guide supporting other nurseries and childminders in our area to adopt evidence-based practices and improvements to their outcomes. In line with the Department for Education's ambitions for the Early Years sector, our Stronger Practice Hub will support the sector to address the impact of COVID-19 on the learning and development of young children. Guided by research and evidence, this focus initially on the areas of personal social and emotional development (PSED), communication and language skills, as well as early literacy and mathematical proficiency.</p> <p><b>North East</b></p> <p><b>Hub 1</b></p> <p>Lead setting: Haltwhistle Primary Academy</p> <p>Partners:</p> <ul style="list-style-type: none"> <li>• SEND to Learn Nursery</li> <li>• Cleaswell Hill School</li> <li>• Bothal Primary School</li> <li>• Deborah Savoy (childminder)</li> </ul>
<p>Sixth Form Refer to Sixth Form documentation</p>	<p>Qualification Offer; Careers and IAG Policy; Pathways programme and Yearly Overview; Provider Access Policy all on website.</p> <p>Students are ready for next stage of education, employment or training. Transition is carefully managed and we work closely with post school providers. Students have the skills and knowledge they need and where relevant, they gain qualifications that allow them to go onto destinations that meet interests and aspirations. All pupils despite their SEND achieve the best possible outcomes.</p> <p>Global Bridge- online platform for developing personal profiles creating opportunities post-16 for SEND in Northumberland.</p> <p>School was actively involved in a national pilot initiative 'Strengthening supported internships programme market information event'. We are now a Supporting Future Careers &amp; Preparation for Adulthood Approved Provider.</p> <p>School tracks leavers' destinations for 3 years to ensure successful transition and to impact on relevance of curriculum offer.</p> <p>Following lengthy negotiations with the Local Authority, school have successfully secured an additional site locally, the Appleby Centre, to develop outstanding post-16 provision moving further into 2023 and beyond in alignment with the 5 year plan. The Appleby Centre opened in September 2023 with the first cohort of 33 Sixth Form students attending.</p>

Quality of Education – judged to be **Outstanding**  
How school is sustaining improvements as a result of our evaluations

**Stakeholder evidence:**

**Ofsted (June 2022):**

*'Pupils' thrive at Cleaswell Hill'.*

*'The curriculum is highly ambitious for all pupils. Leaders have ensured that the school's curriculum makes it clear what individual pupils must know and be able to do in all subjects'*

*'The adults across school are highly skilled at adapting the curriculum to the needs of the individual pupils'.*

**SIP Report (Summer 2023)**

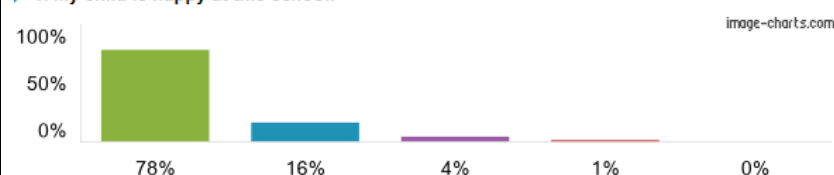
*'The SIP has worked in classrooms over the past few years at Cleaswell and consequently is well aware of the profile of many of the pupils. As a result, it was clear that progress towards pupils being included in whole class and small group activities was remarkable'.*

*'The Engagement+ curriculum approach is innovative as it will include a therapeutic approach to meeting the needs of highly vulnerable complex learners'*

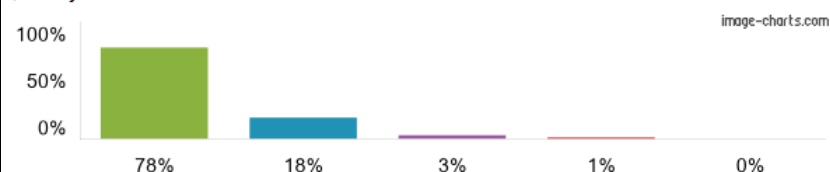
*'The level of enquiry-based research is of a high standard and laudable as it included challenging pre-conceived practice and pedagogy in relation to finding solutions to key aspects of teaching and learning some pupils found difficult. This is exceptional, high quality CPD which is pushing boundaries and developing professional reflection'.*

**Parent View: (Responses 2022-2023)**

► **1. My child is happy at this school.**



► **2. My child feels safe at this school.**



**Pupil View: Feedback from pupil survey pending**

**Curriculum and Assessment**

School Leaders have a strong and unwavering ambition to continually provide an energetic and diverse curriculum that meets the needs of **all** learners within the context of the complexity of provision; EYFS, all Key Stages and full range of SEND.

An outstanding curriculum cannot be bought in. Creating a learner driven curriculum, with a starting point based on teaching what really matters and removing gaps/barriers to learning in support of cultural capital success and character education strengths, needs and desired outcomes, continues to be a school priority focus. Cleaswell Hill School is a learning organisation and we work hard to ensure best practice outcomes.

Curriculum, pedagogy and assessment are inextricably linked. When the best of these is brought together well, they form the essence of effective education.

A culture of curriculum does not arise spontaneously. It is an emergent property of a school with intelligent and genuine curriculum-focused leadership. Cleaswell Hill School is a learning organisation and we work hard to ensure best practice outcomes. Our challenge is to continue to design and deliver appropriate learning for our highly diverse pupil population.

Contextualising the curriculum to be responsive to all pupils, along with supportive assessment and integrated therapeutic approaches, has resulted in the three pathways through school; Engagement, Core and Extended. These are clearly identified and embedded soundly in our learning offer. Pathway Rationales are available on the website.

Pathway Leads, Phase Leads and Teachers worked collaboratively to progress cumulative learning through school as demonstrated in Phase Flow documents (website) and also through Long Term Schemes of Work (website) for all National Curriculum Subjects. These provide a broad scope of content and ensure sequential, connected learning overtime to support with building schema.

Leaders are confident that pupils' develop their knowledge and that this is secure, with carefully planned rehearsal to prevent lost learning, before they move along in the subjects/targets taught. In support of this, learning can be revisited as needed, making rich connections and transferring learning from short to long-term memory.

An updated Equality Objective in February 2023 (impact discussion with Link Governor November 2023), available on the school website in the Equality Statement, focuses on advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Collaborative planning between Education and Therapy Teams ensures that an integrated approach is considered as part of Teacher Knowledge Organisers, and maximises pupil engagement and learning.

Leaders ensure that high quality resources stimulate children's concentration, curiosity and enjoyment; such that all pupils' make the best use of time to learn and remember the intended curriculum.

Consistent approach plans, green scales and Engagement Profiles are used to assess which areas of provision are impactful and which areas need adapting.

A broad and enriching range of co-curriculum activities take place alongside the core curriculum and complement what pupils are learning eg. visitors, educational visits, drama productions, After School Clubs, Lunchtime Clubs and Sports Teams.

Promoting a love of and teaching reading skills is prioritised across school with leaders clear that the strategies used to support learners are the most effective so that all learners, as

appropriate to diagnosis of SEND, have the reading skills they need for the next stages of their education. Pre-reading skills; early reading skills; Phonics (Essential Letters and Sounds, an approved DfE Phonics Scheme); beyond phonics and pre-taught vocabulary for subject-specific learners are available. Gaps in learning are addressed through Launchpad to Literacy.

Pupils are taught how to make safe choices, including consent, healthy relationships and safe online behaviour, and supported to apply their learning in daily functional situations. Learning about harmful sexual behaviours is supported through curriculum areas inc. PSHEE/RSHE/Digital Safety and Computing. Staff have considered the use of Beyond Referrals Assessment, Hackett Continuum, and NSPCC HSB Framework to enhance the current offer. Online Safety is embedded into the curriculum in addition to being taught discretely through the 'Education for a connected world' framework in computing.

Schools graduated response to Mental Health, Positive Relationship Support and Safe Touch Policy for staff ensure that staff are consistent in their approach to children.

Schools graduated response to food and nutrition includes our approach to supporting children and their families with avoidant, restrictive food intake disorder.

### **PLIM Targets (EHCP) 2022 – 2023**

Across the academic year, 73% of PLIMs target were met by all students. This was a 3% decrease on the proportion of targets met across during the 2021-2022 academic year. The greatest proportion of targets met were Pathway to Adulthood (86%) and the least were Social, Emotional and Mental Health (71%). Foundation Stage students showed the greatest proportion of targets met with 80%. Phase 5 demonstrated the least proportion of targets met with 70%.

Again, the variation in performance was evident across all PLIM areas this academic year. Standalone PLIMs sessions continue to be utilised whole school and has impacted progress towards targets compared to previous years.

- There has been a slight decrease in the percentage of PLIM targets met (73%) across this academic year in comparison to the 2021 – 2022 academic year (76%).
- The foundation stage (pre-key stage) demonstrated the largest proportion of targets met (80%) across the year.
- 86% of students achieved their Preparation for Adulthood target this year – the largest proportion across all areas.
- The percentage of pupil premium students who met or surpassed their targets was 70%

### **Academic Targets (English and Maths) Progress data 2022-2023**

- There has been a slight drop in academic targets with 86% met or surpassed this academic year with pupils averaging 12% - 15% progress.
- A greater proportion of maths targets (89%) were met or surpassed in comparison to English targets (86%).
- Key stage 2 had the largest proportion of academic targets met or surpassed (91%), with key stages 3 & 4 at 79% and 75% respectively.

- The percentage of non-pupil premium students (88%) who met or surpassed their targets, exceeded pupil premium students (85%) for both English and maths this academic year.

#### Academic Progress (English and Maths)

There is slight variation in the academic progress made between maths and English,

	Maths	English
Cherry Garden	95%	90%
MAPP	100%	100%
iASEND	86%	90%
Qualifications	88%	80%

In the summer term 2023 the following qualifications were achieved:

- 3 students gained their AQA Maths qualification at Entry Levels 1 - 2.
- 11 students gained their AQA Science qualification at Entry Levels 1 - 3.
- 2 students gained their GCSE Maths qualification
- 7 students gained their GCSE English Literature qualification.
- 3 students gained their GCSE Biology qualification.
- 17 students gained their AQA Step Up to English qualification at Entry Levels 1 - 3.
- 1 student gained their Functional Skills English qualification at Entry Level 3.
- 7 students gained their Functional Skills Maths qualification at Entry Level 3 and Level 1.
- 13 students gained their Functional Skills ICT qualification at Entry Level 3.

Personalised Engagement Profiles continue to support the learning of all of our engagement students, promoting the highest levels of engagement through a range of contexts and situations. A judgement is then made on what engagement looks like by using the 5 areas of engagement; exploration, realisation, anticipation, persistence and initiation. A multi-disciplinary team of staff are working to reduce the interpretation of the five areas of engagement and the variation in the quality of evaluative observations. Continued exploration of green scale behaviours through PBS Cloud will ensure that children have access to a more personalised curriculum in order to make sustained progress towards their individual targets.

Following sustained review of curriculum and assessment, involving SLT, governors, SIP, subject and class leads, changes were made to our assessment system and methodology. An adapted curriculum offer and streamlined assessment processes are now in place. New methodology was created focussing on the essential skills that all of our learners within the core & extended pathways require – based on the National Curriculum, Launchpad to Literacy and Pre-Key Stage Standards. Our assessment goal was to ensure that we provide a highly robust system that enables excellence in education to be captured and recorded accurately across all school phases and pathways.

Trialling of the new assessment methodology for both maths and English alongside iASEND took place initially, followed by Science. Feedback from these trials demonstrated no loss of rigour and the ease in which students are tracked on their individual learning journeys with clear progression and next steps easily recognised.



At the start of this academic year, all teaching staff and class leads accessed our new, bespoke assessment system. Initial reports demonstrate that all teachers and class leads have appreciated the reduction of workload whilst consistently maintaining the high standards of assessment and data collection. Increased moderation provides a deeper and more frequent analysis of students' work, effectively improving the quality of our assessment methods and level of understanding – with exemplar material to further support our judgements. Our plan remains to form strong links with local SEN providers and create an SEN working partnership where the essence of effective education; curriculum, pedagogy and assessment can be shared.

### **Effectiveness of teaching and learning**

Teaching and learning remains highly effective across school.

SIP/Governor monitor SLT's evaluation of quality of teaching, learning and assessment. SIP carries out lesson observations with SLT with follow-up conversations on what has been observed.

Developmental observations of teaching by SLT working in pairs ensure that school leaders are confident that the quality of teaching and learning remains outstanding.

Our observation cycle runs from November to June each year with every teacher/class lead being observed formally at least twice; however, this depends on their professional experience and or demonstrated strengths/needs. Written and verbal feedback is provided.

Collated learning from these observations is celebrated and any areas of need identified are addressed with individuals, groups or through the CPD Programme.

Leaders create a vision, values and culture of learning that enables both pupils and staff to thrive and achieve the best for learners. Relationships between staff and children are positive; teachers know their pupils really well and create a vibrant atmosphere in lessons and social times. Pathways have identified the Intelligent Learning Behaviours (Thinking Skills and Dispositions for Learning) which they want learners to have. High expectations permeate across school and teachers accurately identify any gaps in pupil learning. Teachers planning is collaborative (including with therapists) and creative. Pupils engage very well in their learning. This ensures that they make consistently substantial progress.

A shared language firmly built on enhancing teachers' Professional Capital results in an education team confident in their pedagogical content knowledge.

All teachers are equipped with a level of understanding of how to promote successful thinking, knowledge absorption and learning behaviours within pupils.

Teachers' successfully translate theory of cognitive development, neuro-science and intelligent learning behaviours into effective classroom practice.

Pathway meetings focus on metacognitive strategies/tools and pedagogy relevant for pupils in each Pathway and enhancing staff skills with the driving factor of maximising best practice outcomes.

Professional Development is designed using the EEF Effective Professional Development Framework, and is focussed on individual and collective teacher efficacy and promoting excellence in SEND pedagogy. In addition to using teacher research as a form of professional development to further develop skills and understanding.

All teachers and class leads have a shared appraisal target for 2023-2024 with the focus on understanding what a good meta-learner looks like. Metacognition Class-Based Action Research projects support teacher understanding.

Teachers' of subjects are supported to be secure in, and keep their subject content knowledge current and well developed through; professional conversations with colleagues including local authority advisors, deep dives into their subject area, writing subject rationales, Long Term Schemes of Work, Teacher Knowledge Organisers, and pre-teach vocabulary. Learning Walks and receiving feedback from teachers', supports awareness of each subject through school. Being active in a wider community of teachers on social media groups and joining subject associations, networking with other schools, subject-specific training attending webinars and conferences, also supports continued development.

Teachers' focus on understanding subject matter deeply and flexibly so they can help pupils create useful cognitive maps, relate and connect ideas, particularly to applying skills functionally in real life situations and also address misconceptions.

ECT's are supported by the ECT, SLT and University Mentors, in addition to receiving training alongside colleagues.

### Enabling learning environment

School's extensive buildings and diverse grounds are incorporated into the curriculum providing enabling learning environments where children can flourish.

Staff, including Governors, Lead Therapist and Link Governor, consider how this may be implemented more fully and recognised in the Accessibility Plan. These decisions are supported by research finding from teachers and class leads.

School 5 year Plan has ambitious plans for estates management.

### Evidence that supports this judgement

- 5 Year Plan
- Yr 2 Plan
- Implementation Plans x4
- Integrated therapy education- Therapy Development Plan
- Effectiveness of teaching – feedback from SLT, SIP, Governors, parents and pupils
- Teachers/class leads/TA Appraisal targets
- Meta-analysis combines data and research and teachers' take this blended approach to maximise impact and outcomes.
- Active participation in Research Schools Network and National pilot projects, supports development of a research informed approach to teaching and learning (HT Report to Governors Spring term 2023)
- Cultivation of a culture of collaboration, enquiry and critical reflection built on high quality professional conversations
- Designing and implementing class based action research projects with tools and resources, evaluating, sharing and disseminating enquiry outcomes and best SEND practice
- CPD Leadership utilising EEF reflections to constantly improve practices in line with school and teacher development enables an effective professional learning community
- Support and feedback from external facilitators, for eg. SIP Lynn Watson, LA Advisors, Ofsted Inspectors
- Induction Programme and essential toolkit of staff training
- Intentional practice of knowledge building across all staff to sustain improvements
- Governor Monitoring visits. Reports available.
- Monitoring improvements in outcomes and reviewing changes in the quality of provision
- Ongoing forensic analysis of school improvement needs
- Fit for purpose Assessment system enables pupil progress across the school population to be accurately tracked and used to inform future learning
- Benchmarking is robust and data valid, used effectively to plan provision. Progress Report scrutinised termly, moderation/comparative judgement meetings in teams termly, interventions identified as part of triangulation process
- Effective marking scheme and feedback
- Developing feasibility studies of creating an assessment system that can be utilised across schools
- Ambitions to become lead school for SEND assessment within County and beyond, promoting relevant, robust assessment tracking system and assessment policy
- Links with local Universities supports teaching students and quality of graduates into teaching profession for SEND
- Early Career Framework teachers learning alongside colleagues
- Play Therapy being delivered by trained Play Therapist within special school setting
- Teachers involved with national associations eg. NASEN, Essential Letters and Sounds Local Practitioner

- Rigorous and sequential approach to teaching of reading, extensive diagnostic assessments give a clear view of learners' strengths and developmental needs so correct approaches, including therapeutic tools, can be used. Systematic approach to teaching phonics throughout school. Transition to new approved scheme, Essential Letters and Sounds, (from Autumn Term 2021) is now complete and well-embedded across school. Reading books connect closely to phonics knowledge pupils are taught when learning to read. Reading Spine.
- Pathway Rationales
- Phase Flow documents
- Long Term Subject Schemes of Work
- Subject Rationales
- Teacher Knowledge Organisers
- Pre-Teach Vocabulary

**In the current academic year, the following areas are a focus to sustain high quality provision:**

**Whole School Target 2023-2024**

**Quality of Education**

Setting the highest professional standards as a mark of quality and effective performance through sustained professional growth

**Next Steps (including targets taken from 5-Year Plan)**

- To maintain a focus on outstanding teaching through teachers/class leads being able to articulate what good teaching and learning looks like. Staff confident with understanding and delivery of metacognitive and self-regulatory strategies which supports pupils thinking
- To effectively induct new members of staff, so that the teaching and learning profile reflects increasing percentage of excellence in teaching and outcomes across the year as evidenced in lesson observations, learning walks and staff feedback
- Phonics and reading provision embedded and pupils making demonstrable progress
- Writing output considered, including use of blended learning and technology
- Innovative research based practice. 'Teachers as researchers' provides support to identify how to develop, implement and disseminate excellence in SEND teaching and learning approaches within and out with school provision.
- Training Hub: Development of specialist pedagogical approaches shared across a network of SEND schools. Staff deliver CPD regionally at forums, conferences and events
- Curriculum diversity, equity and inclusion evident- focus of updated Equality Objective

Behaviour and Attitudes – judged to be **Outstanding**  
How school sustains improvements as a result of our evaluations

**Stakeholder evidence:**

**Ofsted (June 2022)**

*'Pupils feel safe at Cleaswell Hill. They trust adults who work with them'.*

*'Pupils behave exceptionally well. They move around school calmly and with great respect'.*

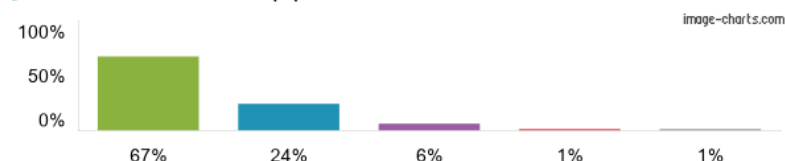
### **SIP Reports (Summer 2023)**

**'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'.**

**'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'.**

### **Parent View (Responses 2022-2023)**

#### **> 3. The school makes sure its pupils are well behaved.**



### **Pupil View: Feedback from pupil survey pending**

- Behaviour for learning is exemplary within the context of pupil's complex needs through behaviour strategies that are consistently applied across the whole school.
- The school's Behaviour policy is underpinned by the principles of Positive Behaviour Support.
- The NAPPI (Non-Abusive, Psychological and Physical Intervention) strategy is well embedded and a rolling programme of training ensures staff are up to date with the varying levels of input required to ensure safety. Recording systems are monitored for consistency and staff are using the same non emotive language to record incidences. This ensures leaders can investigate, debrief staff and deploy support more effectively.
- There is a clear vision regarding the necessity to understand functions or purposes of individual student's behavioural challenges with the view that there are unmet needs and skill deficits, rather than focusing on the use of punishment systems to control and change behaviours, which is proven through scientific evidence, to be ineffective. The need for high needs students' behaviours to be assessed and analysed is also understood and staff will seek support as needed.
- Behavioural challenges are viewed not only as a barrier to learning but also as a barrier to accessing the wider community including leisure and recreation. SEN is never considered a reason to have low expectations with regards to poor behaviour.
- Behaviour support strategies are discussed at SLT, Pathway meetings, Phase meetings and class team post-incident reviews which informs best collective practice.
- A highly personalised approach results in pupils accessing learning appropriate to ability, mental health and well-being concerns and SEND profile.
- The work of therapists continues to enhance provision and the use of sensory approaches, dysregulation management techniques and augmentative communication systems are now embedded strategies.
- Pupil risk assessments and consistent approach plans provide additional behaviour support and management where necessary.
- Behavioural challenges are not considered to be a reason for exclusion unless the safety of the pupil or that of others is significantly compromised. There is an understanding of individual student needs and where possible, the school makes reasonable changes and adapts the environment to meet those needs, working closely with students, parents/carers and the Local Authority throughout that process.
- A positive culture and enabling environments lead to pupils' optimising their learning.
- 'Lost-learning' is minimised due to the implementation of well-established psychological & physical approaches which identify children at risk of dysregulation and provide strategies to enable pupils to self-regulate.
- Classroom environments are continually undergoing change in support of pupil's concentration, attention and sensory regulation. There is strong evidence to suggest an overly stimulating environment for ASC pupils detracts from their ability to modulate their sensory input which can lead to highly de-regulated, and at times challenging

behaviour. Pupils with severe learning difficulties can find it problematic to focus on more than one stimulus at a time and highly distracting visual surroundings can result in a lack of focus on taught learning outcomes.

- Outdoor spaces are fully incorporated into both learning and unstructured times (traditionally a time where pupils struggle to manage their behaviour) leading to enriched learning experiences and further opportunities to develop positive social skills.
- A varied range of daily lunchtime clubs are available, which enables pupils to have choice.
- Through the curriculum, pupils are taught how to keep themselves safe from relevant risks online and how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating. Themed weeks on Healthy Living, anti-bullying, e-safety and Mental Health as well as using PSHE and Science lessons help to embed these life skills.
- Assemblies are a key time for recognition and celebration of group and individual achievements.
- Use of SENSO – a cloud based platform for device management and monitoring – appropriately filters and blocks students from harmful or inappropriate online content.
- Staff are kept up to date with developments in safeguarding practice including KCSIE.
- Zero tolerance of sexual harassment. Support for pupils at risk demonstrating harmful sexual behaviours (HSB). School-wide policies and processes for dealing with HSB.
- Awareness of pupils increased vulnerabilities and barriers that could prevent disclosures. Communication strategies, visual supports, culture of vigilance and a strong pastoral system. In addition to up to date information and guidance shared with parents.
- Attendance is high profile at Cleaswell Hill School. From the start of this academic year, to the time of writing, pupil attendance at Cleaswell Hill is 92%; higher than special schools nationally 88.5%. Week commencing 25<sup>th</sup> September 2023 Cleaswell Hill attendance rates were 90.83%, special schools nationally for this week 87.1% (DfE Pupil Attendance and Absence Dashboard).
- 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.
- Any pupils at risk of non-attendance are supported appropriately, utilising a staged process involving working with parents/carers to identify and overcome barriers to attendance. Close collaboration with the EWO every 3 weeks supports persistent absentees.
- There have been no permanent exclusions since November 2016

#### Evidence that supports this judgement

- Positive behaviour for learning is a strength for the school - data from PBS Cloud
- Consistent approach plans / risk assessments
- SIP visits and termly reports.
- Safeguarding and behaviour policies
- Trusted adults/pastoral support
- Responsive curriculum that engages and challenges the learner
- Carefully planned RSHE / PSHE curriculum
- Engagement Profiles
- Integrated Therapy input in the management and support of sensory regulation which leads to greater pupil progress, re-engagement in purposeful activities and improvements in personal development
- Approaches to learning/metacognitive strategies and tools by Pathway aligns with curriculum and assessment documents
- Close monitoring of attendance data and analysis following EWO visits
- DfE Pupil Attendance and Absence Dashboard
- Attendance Strategy and Policy
- Attendance Network Hubs meetings

- Safeguarding Audit completed annually every Autumn and reviewed through the year, supported by Clennell Education Services and Link Governor
- Accessibility Plan - updated annually
- Equality Statement and objective renewed following narrative evaluation with NCC. Shared with staff, governors and on website

**In the current academic year, the following areas are a focus to sustain high quality provision:**

**Whole School Target 2023-2024**

**Behaviour and Attitudes**

A shared sense of cohesion and belonging is fostered through a drive to ensure positive attitudes and relationships across all aspects of school practice

**Next Steps**

- Develop whole school reward system
- Further develop practices which remain intuitive to the needs of the pupils through development and strengthening of interpersonal relationships.
- Enhance positive behaviour and relational practice to promote a positive and supportive environment formed of cohesive beliefs, values and expectations.
- Develop an environment of consistent thinking, practice and 'buy in' across staff, students and parents which will lead to a shared sense of cohesion and belonging.

Personal Development – judged to be **Outstanding**  
How school is sustaining improvements as a result of our evaluations

**Stakeholder evidence:**

**Ofsted (June 2022)**

'Leaders and staff promote pupils' personal development highly effectively'.

'Pupils enjoy the enrichment activities offered by the school'.

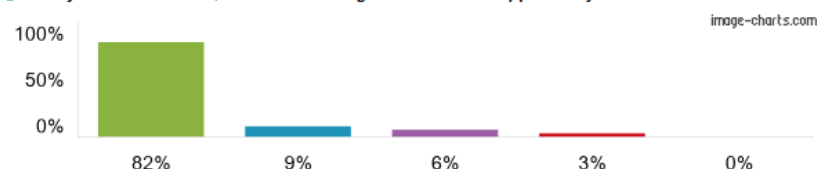
**SIP report (Summer 2023)**

'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'.

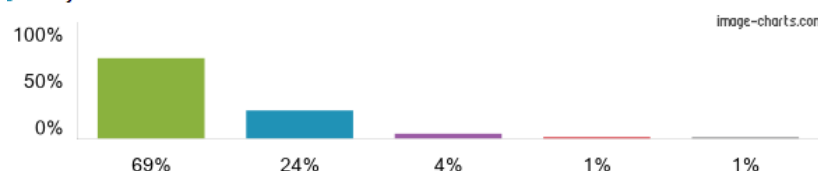
'PLIM targets were monitored as part of the learning walk and it is clear that emphasis is clearly focused upon the development of personal, health, social and emotional well-being'.

**Parent View (Responses 2022-2023)**

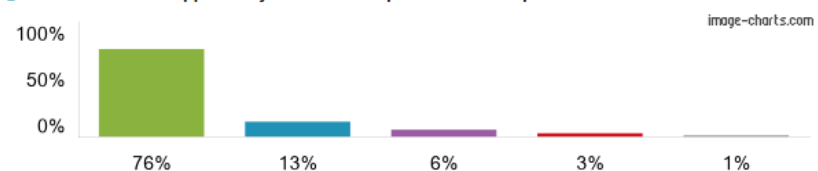
➤ 7. My child has SEND, and the school gives them the support they need to succeed.



➤ 9. My child does well at this school.



➤ 13. The school supports my child's wider personal development.



**Pupil View: Feedback from pupil survey pending**

At Cleaswell we are committed to the personal development of all pupils, this goes beyond their academic levels; it encompasses their emotional and physical well-being, as well as encouraging positive social interactions. We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. We take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.

Considerable emphasis is placed on developing independence and social skills with opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences. We are starting to record and cross reference personal development, Fundamental British Values and SMSC through case studies to ensure that we are able to track success and monitor the development of pupil outcomes.

School has a robust rationale built around personal development that identifies and defines Cultural Capital, Character Education and SMSC, within the context of the whole school. Through monitoring of personal development across school, pupil voice continues to be a key area for development. Working groups have been identified for each pathway. Within this we implement and track ideas around gaining meaningful pupil views. Pathways and phases are working to create effective means of collecting pupil views for EHCPs.

Our enhanced personal development provision is evident in the following areas:

- PLIMS, closely linked to EHCP targets and reviewed termly. These provide succinct, individualised targets that inform future teaching and learning, and enable smooth transitions through school providing detailed links to previous and current pupil targets.
- One Page Profiles, to support staff in understanding pupils that they are working with. These give staff a quick glance as to motivators for young people and particular triggers as well as to help staff gain the perspective from the pupil about their likes/dislikes and future aspirations, pupil's strengths and areas of support.
- Pupil personal development progress is tracked and monitored using a PSHEE tracker as well as appropriate assessment systems (MAPP, iASEND, Cherry Garden, qualification trackers, personalised Cleaswell trackers) informing future learning and development of personalised targets which ensure that pupils are challenged at the appropriate level in their learning.
- Citizenship and cultural capital are fostered through real world contexts for learning which are differentiated to meet the complex needs of pupils and support pupils' understanding of their place in the world.
- School utilise NAPPI (Non- Abusive Psychological and Physical Intervention) training and approaches to foster positive behaviour amongst students. There is a focus group working to embed relational practice and positive behaviour support across school. Incidents of non-compliance and dys-regulated behaviour are well managed to optimise pupils' access to learning using evidence based strategies such as SCERTS and the Zones of Regulation in conjunction with support from the school based therapy team.
- Physical development programmes are monitored by school based professionals to ensure progression from individual starting points in a wide range of areas. These include mobility, motor development and recognition of support in curriculum areas such as RSHE and PE. A working party has been formed to plan and implement an adapted physical education curriculum, sensory integration activities, and inclusive physical programs tailored to individual need and ability.
- Code of Practice 1.39 prioritises 'being as healthy as possible in adult life'. Towards this, Cleaswell Hill prioritise pupils' health and wellbeing by promoting healthy food choices and educating pupils on a healthy lifestyle. A whole school approach promotes balanced nutrition and forms a necessary precursor to targeted interventions. Food and nutrition is an area of difficulty for many of our pupils and an area of focus within school. There is a focus group driven by the subject lead which includes members of the therapy team and SLT. Integrated therapy input is integral to support pupils and develop teaching and learning. All pupils are offered a healthy breakfast, from Magic breakfast, at the start of each day.
- Careers information, advice and guidance is fully integrated throughout phase 4, 5 and 6. Phase 4 and 5 have had an introduction to the Talentino programme which now runs alongside discreet lessons delivered through pathways, aspirations and FE provision. Phase 6 follow the 'Preparation for Adulthood' programme which has been devised in connection with a Northumberland County Council trial.
- The therapy team play a crucial part in setting and supporting the outcomes and personalising these for each child in order to create a fully integrated and multidisciplinary approach to personal development. This is monitored and tracked through pupil 'Personal Learning Intention Maps' (PLIMs). Integrated therapy input supports teaching and learning, for example, fine motor skills and hand function. Identifying alternative software/assistive technology to support written output for some pupils liaising with the Lead Therapist. The ICT Curriculum is also tailored in order to ensure basic computer and keyboard skills coverage and monitor effectiveness.



- Creative Arts opportunities are offered as discrete subjects as well as integrated across the curriculum as part of project based learning approaches. They are also accessed through planned performances, often using satellite performing arts environments. These activities promote self-esteem and the development of independence and confidence.
- Cultural capital is intrinsically bound up with phonics and the study of language and literature. The use of various literature and the development of our school cultural reading spine (across all ages and pathways) allows for the exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. It is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence.
- The PSHEE curriculum has been carefully sequenced as part of a long term planning framework. This builds on previous learning and supports next steps in a coherent way. Pre-teaching of key concepts and vocabulary supports understanding and progress. The PSHE curriculum uses: Self-Awareness, Self-care, support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles, Wider World that I Live In that are taught within Relationships, Health, Wider World themes each term. Learning is sequential and builds spirally to enable learner to acquire the knowledge and skills required at their key stage level of learning at a depth of learning appropriate to them. School understands that integrated therapy input is critical to planning in the context of the PSHEE curriculum. For example abstract concepts, social expectations, to give more meaning to learning and application within real life. The PSHEE curriculum incorporates key aspects of emotional and mental health and wellbeing within lessons and through discrete deep learning weeks as part of national initiatives. Targeted support and interventions enhance pupils' ability to discuss their feelings, issues and ideas which include; drawing and talking, ELSA support, SandStory Skills, FRIENDS resilience.
- The school based Mental Health Lead recognises schools duty to promote the wellbeing of pupils. Effective measures are in place to support children with social and emotional difficulties. School has developed a graduated response to supporting pupil Mental Health which provides details of our strong provision (universal, targeted and higher support).

Cleaswell Hill continues to be an inclusive and supportive environment where pupils feel safe and secure. We are continuously working to ensure we challenge views, raise awareness and outline where support is available for young people with regard to protected characteristics.

Pupil Premium Strategy Statement is published on the school website annually in the Autumn Term and reviewed with Governors. Local Authority Network meeting last attended on 15 November 2023. Link Governor Monitoring visit 22 November 2022. Report available.

Equality Objective updated in February 2023. Link Governor Monitoring visit 16 November 2023. Report available.

The Appleby centre now offers supportive transition programmes to ensure older pupils are prepared for their next steps in learning, education or employment. Options for further education and employment are carefully considered and well-focussed discussions take place through individual careers interviews conducted by a member of the Northumberland Careers Guidance Team with students and with communication to parents and carers. Strong links with other providers and agencies in relation to continued learning and employment opportunities are made and built upon with an HLTA who has a specific role as a work experience and transitions coordinator. Careers Education, Information Advice and Guidance (CEIAG) Progression Model highlights enabling character traits and transition pathways.

### Evidence that supports this judgement

- PLIM Targets linked to EHCPs reflect holistic development
- Capable, enabling environments that meet the needs of all pupils to personally succeed against individual targets
- Graduated Response to mental health and wellbeing (website). Reviewed on a termly basis by School-based Mental Health Lead. Recently evaluated against provision at Appleby centre.
- Mental Health policy in place to support pupil wellbeing. Staff wellbeing policy also in place.
- Training Day on 17 March 2023 focused on the morning on staff wellbeing and team connection through a choice of activities
- Annual Enrichment Programme for pupils identifies a range of activities inc. specialist days, focussed deep learning weeks/events. Co-curricular activities weekly, weekly after school clubs, daily lunch club, residential visits, use of community facilities
- Strong pastoral support throughout school
- Staff CPD is reflective of the personal development needs of pupils in school e.g. SEND pedagogy, Autism-aware strategies, communication and early literacy
- Pupil Premium Strategy Statement 2022-2023 directs opportunities for most disadvantaged pupils (website)
- Develop individual talents through creative arts activities. Students progressing to FE College to study drama and Music Technology. GCSE Art offered.
- Equalities Objective focuses on diversity, equality and inclusion and representation through the curriculum.
- PE and Sport Premium Strategy (website) Evidenced with the impact of the PE and Sport Premium 2023-2024.
- SEND framework for PSHEE and RSHE. Pupil progress tracked and monitored for support. High quality education within RSHE tailored to personal need of complex pupils in school. Collaborative planning between teachers, OT, SaLT ensures integrated therapeutic education.
- Active citizenship/school values and character education demonstrated
- Excellent relationships with FE providers in order to provide transition, sometimes lengthy, to appropriate onward destinations
- Robust CEIAG programme and website compliant
- School trainee CEIAG Officer
- Local Authority Careers interviews ensure impartial advice and guidance for all students from Y9+
- Student voice and agency advance understanding of student-centred approaches to learning
- Pupil/parent feedback
- SIP monitoring visits. Report available.
- Food and Nutrition Specialist working party. Minutes available
- Use of Northumberland Joint Strategic Needs Assessment SEND 0-25 age group to work with health and social care colleagues around EHCP's

### Whole School Target 2023-2024

#### Personal Development

Equality of opportunity between children is prioritised, equality is advanced and no child is adversely impacted by a protected characteristic

#### Next Steps (including targets taken from 5-Year Plan)

- Children receiving excellent learning opportunities every day drives design and delivery of a responsive, connected subject curriculum.
- To ensure personal development is tracked across school for meaningful outcomes and to celebrate successes.
- To develop the effectiveness of the pupil voice within core and engagement pathways. To embed the role of the mental health lead to impact upon pupils' personal development.
- To further develop pupil and parent oracy of online and technological safety

- To provide continued opportunities for children to develop healthier and more active lifestyle choices, working with school health and families regarding obesity levels
- After school club offer increased to 4 days a week for all pathways to ensure activities available to a wider cohort of pupils.  
Increase tailored Mental Health interventions align with school Graduated Response
- Pupils have access to work experience opportunities and community links
- Post-16 curriculum offer is developed as school rents off site spaces eg. catering space in the use of external providers into an enhanced post-16 curriculum offer at the Appleby Centre

Leadership and Management – judged to be **Outstanding**  
How school is sustaining improvements as a result of our evaluations

**Stakeholder evidence:**

**Ofsted (June 2022)**

'Governors make regular visits to review the school's safeguarding procedures'.

'The arrangements for safeguarding are effective'.

'The pastoral and therapy teams are an integral part of the school'.

'Staff are overwhelmingly positive about the support they receive for their workload and wellbeing'.

**SIP report (Summer 2023)**

'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'.

'...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'.

'Safeguarding is exemplary and ably supported by a highly experienced member of the governing body'.

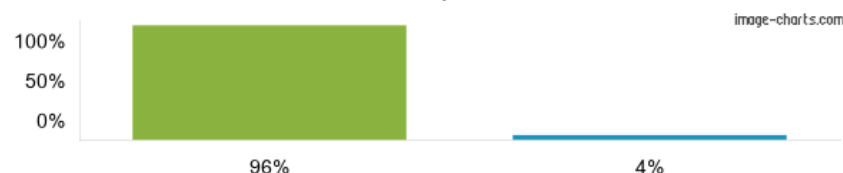
'The HT reports that the number of initiatives taking place in school are an indication of how dedicated staff are to continuous improvement'.

'The Appleby Post 16 Centre is a wonderful addition to provision at Cleaswell'.

'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'.

**Parent View (Responses 2022-2023)**

➤ 14. I would recommend this school to another parent.



School Leadership Team consists of; Governing Body, Head teacher, 2 Deputy Head teachers, 2 Assistant Head teachers, Lead Therapist, Assessment Lead, Interventions Lead, School Business Lead, Strategic Business Manager, Business Manager, 7 Phase Leaders, Lead SaLT.

We have strength in systems leadership, collective leadership and succession planning. A rigorous and inclusive staff development programme is in place and supports staff development, professional capital and efficacy at all levels. There has been a smarter and more targeted investment in staff (both strategically and financially) with investment in workforce development. This includes support for a reduction in workload. Workload continues to be at the forefront of SLT decision-making.

A clearer and focused system of evaluation across school, leading to highly targeted school Improvement priorities has ensured that all levels of leadership within the school understand aspirations, take ownership of planned outcomes and are aware of how they can contribute effectively.

Staff strive to exemplify exceptional performance in support of pupils who are at the centre of all decisions on school improvement. Governors have undergone a review of the impact of their work and this has led to further planned support to drive initiatives leading to an increase in staff expertise.

Our skilled, highly trained staff team, work collaboratively towards a shared:

**Mission Statement** Inspire the child: endless opportunities provided through thoughtful exploration and enriched learning experiences for every child. A driven passion for a challenging, motivating learning culture.

Discover your future: freedom for pupils and staff to be unique and create pathways to our own learning. A curriculum that is relevant and provides new experiences; allowing us to excel in our achievements, which inspires our future learning.

Empower the community: a stimulating and safe environment allows us to reach our full potential. Talent is realised through purposeful life related learning. Our inclusive school community ensures equality for us to aim high and fully access our abilities.

**Vision Statement** At Cleanswell Hill School, we create an inclusive culture of learning, where all children will be challenged in their own thinking and the thinking of others; so we can strive for continuous improvement and be motivated to become lifelong learners. We respect individual differences and needs, ensuring equality of opportunity whilst nurturing each child's intellectual, physical, aesthetic, spiritual, emotional, moral and social development. This supports the child's ability to communicate effectively, form relationships and to participate as an effective member of the community. We continuously aspire to empower our children to become respected citizens to enable them to make valuable contributions in the community and to contribute to our children's sustainable future. In each child we develop the self-discipline, self-respect, empathy and capacity to be an independent, self-motivated person with an awareness and understanding of societies' expectations. This is enhanced through our encouragement for our sense of community, the involvement of parents/families/carers in the life of the school fostering a positive, supportive home/school relationship.

**Statement of Ethos and Values** At Cleaswell Hill School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We recognise our responsibility to safeguard and promote the welfare of all of our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying, including online. This is the responsibility of every adult employed by school, or invited to deliver services.

The culture of our school is based on the principles of dialogue, inclusion and mutual respect. All dealings between staff, pupils and parents will be characterised by a code of common courtesy and good manners. Working together and celebrating our diversity are the corner stone of our school community.

We are committed to providing a service to our pupils who are recognised as the most important group within the school community. Staff demonstrate due consideration and respect for pupils. Pupil voice and agency is encouraged and staff work with pupils to have the capacity to act as independently as possible and make their own free choices. The efforts which members of staff make to improve the learning process and promote partnership will be recognised by pupils' adopting an active role in their own learning.

When dealing with difficult situations, we seek to resolve problems by mediation, respecting the feelings of all involved.

The school continues to develop its existing positive links with the local community and promote civic pride in its achievements and reputation.

Our core values are; Determination, Happiness, Independence, Resilience, Integrity, Respect

- Our truthfulness, honesty, politeness and consideration towards others
- Respect and tolerance of the opinions and beliefs of others
- Commitment and determination to realise dreams and the ability to inspire confidence and courage to achieve success
- The qualities of patience and sensitivity; self-discipline, self-respect, empathy and the capacity to live as an independent, self-motivated person with an awareness of our sociality and the world community
- Our children/young people's inquisitive and imaginative minds, their questions, communication skills and active participation as members of society

Expected high levels of accountability have impacted upon professional enquiry, reflective practice and further drive to improve progress and achievement.

The Leadership Team includes occupational therapy and speech and language therapy and the integrated nature of leadership facilitates an interdisciplinary approach, with shared common goals to optimise pupil outcomes and provide a seamless experience of education and therapy.

Staff across school relentlessly pursue excellence with a track record of success including; NPQH, NPQSL, NPQML, NQT, QTLS, HLTA enhanced qualifications, which support innovative practice.

School Improvement Cycle is robust and the leadership team have developed effective systems for monitoring, evaluating and moderating the work of the school. Information is scrutinised and triangulated to identify the right priorities for the future and have the capacity for this as school moves forward. Frequent focused Governor monitoring visits provide further challenge and are linked to Whole School Targets identified on Implementation Plans in the 4 Ofsted areas.

All procedures for safeguarding are rigorously monitored and applied uncompromisingly. Culture of ongoing vigilance together with a strong pastoral system ensuring that teachers and TA's know children and their families well. There is a clear understanding of where to go for support and productive relationships with our partner agencies, including Operation Encompass. We are proactive in attending meetings and fostering positive relationships and this supports the safety and well-being of our highly vulnerable pupils. Staff training is continually up to date and refreshed regularly in between statutory training dates. Use of external specialist support and guidance for Designated Safeguarding Leads through Clennell Education Solutions since March 2022 supports the safeguarding process.

Pupils want to be in school and this is obvious from our continually good attendance rate of 92% since September, which is above national average for special schools nationally 88.5%. Close links and 3-4 weekly meetings with the EWO ensure that pupils whose attendance fluctuates and also persistent absence is rigorously yet supportively tackled, procedures

followed and systems in place to safeguard pupils and raise attendance. Analysis of attendance and interventions demonstrates vigour and impact. A Parent Interest Group supported the writing of the Strategic Approach to Attendance. 5 foundations of effective attendance in school practice are adopted. (Document available on the website)

Governance Sub-committees have been developed and meet in between full governing body meetings which take place each term. Monitoring visits take place and reports are written and shared. Governors are involved in the Head teacher's Performance Management Review and are clear about the school vision. They provide support and challenge and understand the operational functioning of the school.

### Evidence that supports this judgement

- 5 year plan: Quality of Education; Estates Management; Workforce Development; Training Hub Development
- Ofsted Report June 2022. Outstanding with no areas identified for improvement.
- SLT has undertaken a great deal of work to ensure the quality of teaching, learning and assessment is of a consistently high standard across the school and have focused on building capacity across all levels so that this is sustainable in the future
- Safeguarding of pupils is prioritised with all staff aware of the importance of vigilance and a 'it could happen here and probably is' approach
- Outstanding Ofsted Report (June 2022) with no identified areas for improvement
- Improvement in achievement and progress in the school's results for all learners
- Increase in number of internal applications for leadership positions
- Staff leading significant areas of whole school change (e.g. curriculum, assessment, training, interventions)
- High levels of support from community partners and parents
- Phase leaders deep dive analysis of their phases has led to strong pastoral teams, clear operational systems and structures, improvements in teaching and learning and in enhanced pupil outcomes
- Succession planning strategic model so that best standards maintained as school grows within shifting educational landscape
- Robust monitoring system to measure the quality of teaching across school. This comprises of regular learning walks (protocol available) by SLT; formal lesson observations by SLT; subject lead deep dives; book scrutinies; provision scrutinies; parent surveys; pupil surveys; SIP and Governor monitoring visits and from established support partners
- Annual parent/carer meetings, plus annual review of EHCP. During these meetings parents are consulted and informed by the class teacher, therapists, social worker and health colleagues regarding expected outcomes for learners that lead to overall achievement. Joint working is central to this process.
- Links with local universities continues to support future of high quality teaching graduates
- Lead SENCo within school working closely with LA SEND Officers on 2 day a week secondment
- Admissions Strategy significantly developed during 2021-2022 and continues to influence LA in placing pupils where needs are met effectively supporting the development of specialisms south east of Northumberland
- Parent voice informs school development as the parent hub works to support collaborative working with families and supports pupil achievement and progress in addition to enhanced quality of life
- Leadership and Management opportunities including working with partner schools on defined improvement tasks and evaluating involvement to ensure impact, for eg. systems leads with Castle school, advising on specialist support bases in mainstream schools.
- Estates management- Premises Development Plan/Premises Development Team inc Governors creatively adapting school site to accommodate highly specialist courtyard therapy spaces to enhance therapy provision, pupil readiness for learning within enabling environments and increased PLIM targets being met
- Community Use Plan devised to allow access to school facilities out of school hours for pupils, families and community
- Awareness of regional and national research documents and successful bid to be included in North of Tyne Combined Authority Poverty Proofing supports schools policy and practice
- Business links created eg. HMRC, Proctor and Gamble as part of a 'giving back' approach supports school premises improvement projects.
- Further development of off-site Post-16 provision at the Appleby Centre

- Community links enhanced and barriers removed as school move into off site spaces eg. community café
- School Leaders are fully aware of the issues associated with teacher workload and wellbeing. Consideration has been, and continues to be given
- Supported staff health and wellbeing

**In the current academic year, the following areas are a focus to sustain high quality provision:**

**Whole School target 2023-2024**

**Leadership and Management**

Improved pupil outcomes result from continuous school development, staff career progression and strategic succession planning driven by the Five Year Strategic Plan

**Next Steps (including targets taken from 5-Year plan)**

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils
- To effectively implement ECF and maintain links with universities to ensure high quality workforce
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills through Pathways over time responsive to ongoing pupil need
- To ensure that high standards provision for PPG are maintained and that achievement gaps are 'levelled up'
- Action research in classrooms
- To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks
- To ensure that statutory health and safety responsibilities are effectively managed
- School estates management remains maintained to a high standard
- Supporting Pupils with Medical Conditions Policy and practices are monitored
- To continue financial stability by minimising potential risks
- To continue financial stability through continued fundraising
- Systems Lead roles continue to support SEND provision across county and beyond
- Stronger practice hubs partner as part of DfE Early Years recovery support programme
- Services to families enhanced across partner schools and this includes counselling services and mental health support in liaison with health and social care professionals