

## 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 <sup>th</sup> November 2023	Spring: February 29 <sup>th</sup> 2024	Summer: 4 <sup>th</sup> June 2024
Focus		Leadership and Management, Personal Development, Behaviour and Attitudes, Quality of Education.	Leadership and Management, Quality of Education, Behaviour and Attitudes/Attendance, Therapy, Early Years, Post 16.

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 sensory and emotional regulation, fine motor, and independence skills.
- 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.

#### February 2024:

- Cleaswell Hill continues to provide exceptional support for its cohort of pupils with severe and complex needs epitomised by a sharp vision for further improvement and the additional involvement in partnership working with other education providers and services.
- The school community share values and work cohesively in support of best outcomes for pupils.
- The development of an Engagement+ curriculum for pupils with severe and complex ASD (Autistic Spectrum Disorder) profiles who cannot access classroom-based activities as they require high levels of adult support to remain safe and a personalised curriculum to engage in purposeful learning. Evidence of the improvements in provision for this cohort are heartwarming and a joy to observe. A presentation to senior leaders details the level of reflective practice involved in ensuring this cohort of pupils make exceptional progress from their baseline, commensurate to ability and complex profile of need.

- Post 16 accreditation and outreach provision continues to develop to meet need. Since the move to discreet 14-19 provision there is an even greater focus on the development of independence. Students are keen to express their delight in their new surroundings and they report feeling more 'grown up' as a result.
- Progression towards meeting intentions within the 5-year strategy includes a community-based CPD (Continuing Professional Development) offer in support of local schools.
- Links with Northumbria University include support for ITT (Initial Teacher Training) and the publication of research-based improvements in classroom practice. The University has pledged academic support to further drive evidence-based practice at Cleaswell. This will improve outcomes as teacher will have opportunities to develop understanding of how pupils learn even further.
- Teaching and learning across the school are of the highest quality and this includes ECTs (Early Careers Teachers) who are supported by a lead practitioner who is an exceptional classroom teacher. This leader will provide support in a partner school to raise standards, in coaching and mentoring, enabling more children to receive high quality teaching and learning.
- Systems leadership has enabled a partner school to drive standards, in all school activities, resulting in effective practice which is well on the way to being sustained over time. Science leadership is the focus of further improvement in a partner school supported by Cleaswell Hill's experienced science lead. Leaders are learning from their support of other schools, and this is honing practice at Cleaswell and developing confidence in future leaders.
- School-based therapy provision, which has enabled classroom practitioners to become more specialist in providing bespoke approaches to the curriculum, has significantly impacted upon progress and achievement. Teachers talk about the impact of therapy and how strategies are enabling pupils to learn and develop.
- The therapy model is enabling staff to learn techniques and approaches which supports engagement and optimises learning. Staff demonstrate an increasing ability to support learners to access the curriculum utilising therapeutic techniques.
- Leaders grasp of how to ensure Cleaswell Hill is an exceptional SEND (Special Educational Needs and Disability) provider is continuing to develop at speed. New initiatives include how research can support an evidenced based approach.
- Continued involvement in classroom-based enquiry and evidenced-based practice is a strength.
- Leaders's commitment to learning from other schools, cascading good practice, whilst supporting regional school improvement work is impacting upon standards as leaders grow in confidence and research best practice models.
- Leadership support for Phase Leaders is growing capacity. This term CPD will include leadership traits, styles, and the impact of these on practice.
- A strong commitment to the fostering of effective links with social care colleagues to optimise impact for pupils and families

June 2024

- The continued innovative approach at Cleaswell is resulting in practice which is highly effective in meeting the needs of the school's population of severe and complex SEND pupils.
- Leadership and Management remains inspiring in its support of staff development, including the phase leaders programme and partnership working with Northumbria University.
- The positive school culture is palpable, evidenced by staff's attitude to their roles. They are keen to engage in discussions regarding pupil progress and achievement showing a real passion for securing 'even better if' outcomes. Staff readily seek guidance, support, and challenge as can be seen in their approach to the classroom-based research initiative. Feedback on projects staff have undertaken to improve their practice will be showcased in June. This involves key stakeholders and University tutors.
- Collaboration across phases and pathways supports the sharing of expertise and there is convincing evidence that transitions, at the end of this term, are well planned to ensure continued progress next term
- The developments of the Engagement+ pathway is highly effective provision for Cleaswell Hill's most complex learners. This cohort of significantly vulnerable children require highly specialist support, and the integrated therapy and education pedagogy is yielding heartening outcomes.
- Commitment to meeting year 2 'horizons' within the 5-year strategy which is driving change. Cleaswell are on target to achieve the year 5 horizon intentions which remain pertinent to continued exceptional practice.
- Staffs approach to supporting partner schools, sharing best practice and cascading relevant information to colleagues to improve teaching and learning at Cleaswell is progressing very well.
- The HTs impact on standards within a partner school are highly laudable and have made a significant difference to the quality of life of the SEND children involved.
- Senior leaders support of school self-evaluation in the NE region has supported two schools in securing 'good' Ofsted outcomes.
- The intent to revisit the vision and values of Cleaswell Hill to deepen staff's commitment to strong ethical values, further, will reinforce a strong culture and staff morale.
- The Early Careers Programme is going from strength to strength. It is inspiring to hear from newly qualified teachers who talk of the exceptional support they have received from the school and what impact this has had on their development and ability to support best outcomes for pupils in their care.
- The EY and Post 16 Lead teachers' ability to self-evaluate their areas of responsibility with candour, insight, and a view to improve further. (Please see EY and Post 16 sections of this report)
- Case study information on Personal Development highlights key strengths in staff's approach to growing pupils' confidence and self-worth.

- The work on 'Relational Strategies' (Paul Dix) is impacting upon pupils' ability to self-regulate and staff's ability to pre-empt any perceived challenges pupils face with a view to de-escalating dysregulation. The approach is epitomised by strong, caring, respectful relationships which are consistently articulated in the attitudes staff demonstrate in their relationships with colleagues and pupils. Consistency in the use of language, for example, provides clarity regarding pupils expected behaviours. This is particularly important for learners who find emotional and sensory regulation a challenge. The relational strategies being emphasised and developed at Cleaswell focus on fostering meaningful, long-term relationships rather than short-term gains. This contributes to staff's loyalty to school values, consistency in performance, and the overall success of learners.
- The link governors work on safeguarding across the school year is effectively supporting strategy. Her input has challenged and supported leaders thinking, ensured the school is abreast of, any changes to legislation, updates from the LA and reports provide governors with an insightful overview of how well Cleaswell is ensuring a culture of vigilance.

#### 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 working more effectively in partnership with 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.

#### February 2024

- Continued financial pressure in support of meeting the intentions within the 5-year strategy.
- Long term aims and direction of therapy provision.
- Capacity within the therapy team to meet need and support the increasing necessity for input at a transdisciplinary level.
- Partnership working with social care and external agencies in support of best outcomes for pupils.
- 'Poverty proofing' school activity in support of families experiencing financial hardship.
- Developing links with Northumbria University to enhance the exceptional provision further by extending classroom-based research and support a regional SEND event and contributing to ITT programmes.

- The impact of developing Phase Leads.
- Continued development of the Engagement+ curriculum pathway in support of the schools' most vulnerable learners
- Continued vigilance in attendance, welfare, and well-being
- Growing the school's fundraising capacity
- Further documented evidence of the school's approach to evidencing personal development.

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- Capacity within the therapy team is a long-term area of development. Further work on scoping therapy provision next school year is underway.
- Senior staff work hard to optimise space within the school building. However, the size and design of the school building requires regular review to ensure pupils have opportunities to engage in small group and/or 1:1 work. Additional therapy 'cabins' have supported pupils with the most complex needs.
- Continued coaching and mentoring of Phase Leads.
- Continued vigilance of attendance and safeguarding. Leaders work diligently to engage with external partners in supporting vulnerable families and to manage the impact of workload upon capacity.
- The management of external partner demands for additional information i.e. safeguarding audits, is professionally managed but impacting on senior leaders' capacity.
- Further development of the partnership with Northumbria University to consider the impact of this liaison on pupil outcomes.
- Revision of the SEF and 5-Year Strategy in readiness of the next school academic year.
- Review of the school's values, vision, and input to ensure staff remain aligned with these.
- Embedding changes to Keeping Children Safe in Education, revised edition September 24. The Lead DSL has worked in close partnership with the governance link professional on safeguarding and their partnership is ensuring key aspects of this crucial part of school provision is very professionally managed.

	National 22- 23 (unvalidated – <a href="#">source 1</a> , <a href="#">source 2</a> )			Autumn	Spring	Summer
	Primary	Secondary	Special			
Current number on roll	277	1054	144	number	231	233
Overall attendance	94.0%	90.7%	86.9%	92% Sept-Nov 23	90.65%	89.66%
% Persistent absentees	17.2%	28.3%	38.7%	14.74% (19 pupils)	9.5% (22 pupils)	7.75% (18 pupils)
PP attendance	88.6%			89.37% (111 pupils)	89.12% (119)	88.88% (115)
EHCP (education, health and care plans) attendance	86.7%			92%	90.65%	89.66%
SEN Support absence	88.9%			NA	NA	NA
% and number of EHCPs (education, health and care plans)	2.5%	2.4%	98.9%	100%	100%	100%
% and number of SEND Support	13.5%	12.4%	1.0%	NA	NA	NA
% and number of PP pupils	24.6%	24.1%	46.4%	48.2% (119 pupils)	48.2% (119)	49.35% (115)

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 <b>32.5 hours</b> 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.” <a href="#">(DfE (Department for Education))</a> This is <b>non-statutory</b> 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 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.</p>
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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 2024) *Changes to KCSIE information has been shared with governors June 24*

Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2024) Summer term

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 Autumn term (black) Spring term (blue)

### Evidence to support the school's self-evaluation

- 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
- February 2024-There is compelling evidence that the newly introduced data system is informing next steps in learning for pupils and staff are positive about the user-friendly nature of the system and the impact on their workload. The ease of use and concise nature of the system is encouraging teachers to attempt increasingly creative techniques in the classroom as they have more time to think about how to best engage and motivate learners. The revised assessment system has been



implemented in all core and extended pathways. EYS and the Engagement pathways utilise Cherry Garden and MAPP, however, all staff use a shared language when assessing achievement and this supports monitoring and evaluation. The 'Depth of Learning' guidance information includes what criteria staff use to assess whether learning is emerging<sup>1,2</sup>, developing<sup>1,2</sup>, secure<sup>1,2</sup> or mastered. Pupils need to demonstrate key skills through this developmental process before they can advance to the next stage and targets are set to ensure the approach is aspirational. The assessment lead and curriculum lead presented information on pupil progress and described why they feel confident that data is now a true reflection of progress and achievement. This is supported by rigorous monitoring and moderation.

- 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 pupil's 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.
- Engagement and Engagement+ pupils continue to require high levels of leadership(therapeutic) support to ensure access to learning and safe practice. Pupils have challenging needs and staff continue to operate within a highly responsive and reactive approach to optimise learning. The impact of the newly devised Engagement+ curriculum is exceptional as pupils are now working beyond their breakout space. A cohort of Engagement+ pupils were observed at lunch, in the hall, which is astounding progress from a starting point where this cohort were unable to tolerate peers and or adult proximity. The forensic evaluation of need and application of a sensitive, incrementally based approach is highly effective. Cleaswell is compromised regarding space and layout of the school within the context of the Engagement+ cohort as they require bespoke, separate facilities, adjacent to outdoor spaces, enclosed for safety and bespoke in relation to fit for individual purpose. Discussion with the lead therapist, Deputy Head teacher and Engagement + lead epitomised the approach at Cleaswell regarding dedication and commitment to meeting need. They have a sharp vision for supporting this vulnerable cohort and work highly proactively in support of best outcomes.

#### Summer 2024

- Leadership within the Engagement + cohort has been strengthened this term as the highly experienced Lead Therapist now has responsibility for supporting developments. The Phase leader working within this phase is passionate about meeting the needs of this extraordinarily complex group of learners. Hers, and the Lead therapists support is impacting upon staffs growing confidence to trial innovative approaches, adapt resources and plan carefully graded interventions in support of learning. More children in this cohort are beginning to accept adult direction within a highly controlled remit, which supports theirs and staff's safety and security. Pupils' daily experiences continue to include carefully planned school-based activity. (Rebound therapy). Risk assessments are robust and reviewed if there are any changes in pupil presentation. Behaviour plans are detailed and clearly support pupils' sensory and emotional regulation.
- 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.

- Please see Early Years and Post 16 sections of this report.
- 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.
- Interventions continue to be based upon assessed need. The assessment system identifies pupils at risk of underachievement and follow up discussions with class teams and phase leaders target support to alleviate this risk. Interventions include focusing on areas of assessed risk to optimise progress. During the Autumn term 100% of children, who were involved in additional interventions, made progress (ELS tracker). Interventions follow an evidenced based approach and the focus changes in response to need. As a result of the analysis of data from the autumn term phonics is the focus of interventions in the spring term.
- Progress for all learners is on track to meet or exceed expectations. Pupils who are at risk of any underachievement continue to be involved in bespoke intervention programmes.
- 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.
- There is a continued drive to ensure the school offers a board and balanced curriculum for all pupils. Curriculum provision is under constant review, and clearly linked to assessment criteria. This is an achievement considering there are now four pathways, the full range of SEND need and all age groups within one school from EYS to sixth form.
- Cleaswell Hill's subject leadership support has impacted highly effectively on a partner's school provision including skilling subject leads in devising curriculum content, assessment protocols and teacher Knowledge Organisers which are a succinct diagrammatical document detailing key aspects of topics within subjects. Knowledge Organisers are innovative are an innovative approach as they non-specialist support staff in determining key elements of learning helping ensure an overview of facts building up substantial and disciplinary subject knowledge over time.
- 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.
- Cleaswell are working on a 'launchpad' approach to all areas of the curriculum. This will be epitomised by an incrementally applied approach to learning and assessment. This development follows the work school has carried out on the successful introduction of Launchpad for Literacy. Leaders acknowledged further

resources were required to provide a solid baseline for pupils who need to learn pre-requisite skills before being able to tackle a more formalised approach to learning. This innovative approach is supporting long term progress and achievement.

- The curriculum is ambitious and inspiring, for learners and staff and it prepares pupils for life beyond Cleaswell Hill. Curriculum change involves staff who contribute ideas which are motivating to teach and highly supportive of learners.
- All pupils do not study the full National Curriculum due to the complex presentation of their SEND. The emphasis for this cohort of pupils remains communication and engagement underpinned by a robust curriculum framework, a highly structured approach and relevant and reliable assessment system.
- Teachers have sound knowledge of what they teach, and a developing understanding of pedagogical approaches linked to a metacognitive, thinking and learning approach. Teachers are involved in class-based research on how pupils learn, and they present findings to staff to share knowledge and expertise. This is driving improvement in the classroom.
- PSHEE 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.
- Work on Personal Development has made great strides this term. There is a deep understanding of the need to ensure pupils self-esteem and confidence is nurtured and nourished to enable them to become successful learners. Details are within the PD sections of this report.
- The Personal Development Lead has been successful in securing additional external funding which has resulted in support from the Tyne and Wear Museum service. This support focusses on extending pupil learning beyond school and ensuring equality of opportunity across the whole school population. The Lead has utilised this funding to create personal development passports which will provide information on the approach needed to successfully engage pupils in community-based activities.
- 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.
- The SRE lead continues to ensure there is a broad and balanced approach to Sex and Relationships Education (SRE). There are difficulties accessing age related but developmentally appropriate resources for SRE and the lead has put time and effort into ensuring staff have the resources they need to support learning.
- Assessment is at the heart of the work the school carries out daily. 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.

- 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.
- 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.
- The commitment to ensuring pupils learn beyond the school gates is exceptional. Year groups engage in a wide range of worthwhile experiences to develop social skills and communication, independence, and an ability to recognise dangers within the community. The Appleby Centre has enhanced provision for the oldest students in school and they continue to thrive in an environment where they are immersed in functional occupation linked to community-based activities. Leaders, across school, support cultural advancement by ensuring there is a broad and equal offer for all pupils. Every class will have mapped visits out of school, each term, linked to key areas of learning and development. An example of equality of opportunity includes the planned residential for pupils within the Engagement+ cohort. These pupils have extremely limited access to activities beyond their immediate home and school due to their complex presentation of need. The commitment of staff to provide residential experiences for pupils is exceptional and this is highly valued by leaders, and it merits deep thanks and appreciation.
- The Personal Development Lead has worked to secure equality of opportunity for all pupils ensuring planned experiences match pupil need. This has resulted in some cohorts, who because of the complexity of their SEND presentation struggle to engage in community-based learning, having new and exciting opportunities to learn outside of school. Staff have been supported and encouraged to consider fit for purpose events and experiences with the view to broadening knowledge and skills. Inspiring planned events include some Engagement+ pupils attending, a carefully planned and risk managed, residential trip. This is an exceptional approach epitomised by staff dedication and commitment to providing opportunities for children to thrive and families to feel their children have the same opportunities as mainstream peers.

### Emerging questions

- What does the impact of the SIP visit this term regarding the areas of development in teaching and learning?
- Leaders are supporting teachers to explore how best to improve learning objectives which are clearly linked to success criteria. This supports clarity of assessment.
- The development of the school's CPD programme is a result of a range of evidence including assessment, staff and stakeholder feedback, statutory duty, the 2-year strategic plan, and school initiatives.

- Leaders have progressed work on how to sustain Cleaswell Hill as an exceptional SEND provider. They have identified strengths and areas where effective practice is evidenced and are considering how they can present the myriads of developments, innovations, and ideas coherently to drive standards further. (Curve of Excellence Wheel)

#### Summer term 24

- Leaders continue to innovate and provide insightful and supportive guidance in continuing to secure high-quality teaching and learning.
- The work of the Early Careers Teacher mentor is impacting significantly on the high levels of expertise observed during the SIPS learning walk.
- Therapy provision includes exploration of the Gestalt Language Processing model which will impact of Cleaswell's specialist provision through planned CPD. This approach will support teachers' ability to communicate effectively with pupils who have an ASD profile of needs.
- Is there any discernible progress and impact of the revised assessment systems?
- The innovative approach to assessment is robust and has instilled confidence in leaders regarding validity and relevance.
- 94% of children on the Engagement pathway made progress towards meeting their targets. This is an improvement from the previous term.
- 88% of learners demonstrated progress in En and ma. Data is more reliable leading to prioritising targeted support.
- 90% achieved PLIMS targets in the autumn term an improvement from 72% in 2023. Targets are scrutinised to ensure they are aspirational.
  - The on-going discussions on the effectiveness of the school's approach to assessment is securing robust and relevant data which is informing next steps in learning. The assessment system is well planned, and staff feedback is positive in terms of ease of use and support of workload.
- What evidence is available on the school's progress towards meeting its Quality of Education whole school target?
- Developments are exponential in relation to strengthening school culture further. The work on utilising research in pursuit of the implementation of evidenced based practice and links with Northumbria University in supporting this work will be highly impactful on pupil outcomes.
  - Continued, exceptional Quality of Education outcomes, discussed during this SIP visit, include the continued drive to utilise evidenced-based practice outcomes in the classroom. The sharing of project outcomes supports whole school learning as staff evaluate the strengths and weaknesses associated with their research focussed projects and discuss these with colleagues.

## Behaviours and Attitudes

### Evidence to support the school's self-evaluation

- 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.

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- Staff are confident and highly versed on the principles of NAPPI-Non-Abusive, Psychological and Physical Intervention, as they utilise approaches consistently in school. This is monitored by leaders who support a 'lesson learnt' approach to incidents involving any physical intervention.
- The Positive Behaviour Support model (PBS) is linked to Consistent Approach Plans so approaches are embedded and supporting the safety of staff and children.
- PBS is an evidence-based framework that is used to address the needs of the individual in identifying the underlying causes of challenging behaviours. Cleaswell utilises this individualised approach with a clear aim to enhance the quality of life and safety of adults and children.

#### Recent pupil survey results:

- 98% of pupils feel adults look after them.
- 93% feel encouraged to look after their emotional and mental health. This relates to how well Cleaswell staff support self-regulation providing strategies for pupils to support their engagement in learning.
- Within the Engagement+ cohort there is a significant reduction in distressed behaviour as evidenced in the PBS data system. This cohort are becoming increasingly involved in purposeful activities for longer periods of time. (Evidenced on learning walk)
- The Behaviour and Attitudes lead has established a 'relational practice' working party. This group of 20 volunteer staff, including phase leads and teaching assistants in phases 3,4, and 5, are working on establishing an even more consistent approach to the management of behaviour and attitudes which improve access to learning. Relational practice is one which gives priority to interpersonal behaviours, supportive of a culture, which ensures clear boundaries are consistently applied, systems are robust and there is a genuine culture of nurture and respect. Cleaswell Hill has long been proponents of restorative approaches to behaviour management and staff are unerringly positive as they see behaviour as a communication.
- The number of restricted physical interventions has reduced- 19 in the first half of the autumn term, 10 in the first half of the spring term. One child was involved in five incidents within the second half of the autumn term, this child has been involved in one incident in the first half of spring term. Over the same period there are less high-level incidents, but more low-level incidents reported. In analysis the lead is aware of the increased ability of staff to support pupils who are displaying signs of potential dysregulation thus preventing escalation. Staff are employing relational strategies to enhance pupils' wellbeing effectively in support of the management of sensory and emotional regulation. The increased number of low-level incidents pertains to the extension of the Positive Behaviour Support model for recording low level incidents. Staff are more confident in using the system. Comparisons will continue to monitor incidents and support pupils to optimise outcomes.
- All staff have been involved in Autism Education Trust training (Cleaswell is an AET accredited provider). This ensures a shared understanding of social communication barriers, their manifestation, and difficulties a child with autism may face daily. This work supports staffs understanding of the antecedents to dysregulation within the context of this being an aspect of how a child may communicate.
- Attendance figures remain within the expected averages for SEND providers. 90.65% Cleaswell Hill-SEND average 87.3%.
- There have been 2x fixed term exclusions this term. This is highly unusual for Cleaswell Hill and when eliciting the detail both exclusions relate to a young person who was due to leave school in July 23, but last-minute changes resulted in re-engagement with Cleaswell Hill at the start of the autumn term. This has detrimentally impacted on the student's mental health and presentation of need. School is working proactively to support transition to adult service provision.

#### Summer 2024

This was not an area of focus, during the SIP visit, as in-depth review was included in last terms report. (See above)

### Emerging questions

- What is the impact of the revised attendance strategy on persistent absence figures?

Persistent absence (PA) is an area of constant review and monitoring. There has been progress this term, but school is dealing with some entrenched behaviours in relation to parental support and pupil compliance. The lead member of staff is up to date on DfE guidance and has considered the root causes of absence leading to interventions to support a strengthening of relationships between home and school. (January 23, 12.5% PA. 9.5% PA January 24)

- Persistent absence is well led and managed resulting in a decrease in persistent absence over time. (12.5% Jan 23, 7.75% June 24)
- What progress has been made to achieve the whole school, behaviour, and attitudes target?
  - A shared sense of cohesion and belonging is evidenced by the strong progress and achievement results this term.
  - The work undertaken on relational strategies, with a view to improving behavioural outcomes further, is in its infancy however, the Leaders responsible have a clear rationale for why Cleaswell should embark on staff CPD in this area and are drafting criteria on the potential impact of the approach.
  - School is meeting expectations regarding targeted outcomes, consequently pupils are making desired progress, and the number of incidents is reducing over time.

### Personal Development

#### Evidence to support the school's self-evaluation

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



- 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.
- There has been a concerted effort to evaluate and further develop the outstanding personal development work undertaken in school.
- The lead has completed a detailed 'Implementation Plan' which includes deep evaluation of the schools' strengths and areas for development linked to key targets and potential impact.
- Leaders support staff's awareness of the importance of personal development and its link to successful outcomes. The Personal Development lead has a strong commitment and passion to ensuring pupils have every opportunity to develop the key attributes which underpin learning. If a child is unhappy in school, unable to make friends, feels unsafe etc learning will be hindered and the child is highly likely to underperform.
- Pupils within the core and extended pathways completed a survey and results reveal compelling evidence of pupils feeling their mental health is supported in school. 93% of pupils feel this is the case.
- 96% of pupils involved in the survey report they have friends in school.
- 98% feel adults look after them.
- 91% feel they try their best.
- An agreed area for further development is increasing the number of break time activities which engage pupils and extend opportunities for learning. 63% of pupils feel there is lots to do at breaktime. The plan is to develop the lunch and after school provision with a therapy focus in support of independence.
- The school are considering their approach to support families experiencing financial hardship. All activities are available to all children irrespective of a parent's ability to support funding. Presently this is resulting in school supporting more families in this regard.
- A developmental area for personal development is the collation of case study information which details a child's presentation of need, how best to ensure access and engagement and the impact of the school's work with individual pupils. Case studies have involved staff describing and analysing what strategies are successful with pupils and this process has led to them developing in depth knowledge of how to optimise learning. Further work is planned to ensure case study information reflects the elevated level of expertise involved in ensuring pupils access the curriculum.
- Cleaswell have successfully secured a grant to develop pupil passports. Working with Tyne and Wear Museums the personal development lead aims to provide a comprehensive list of activities with potential outcomes targeted to year groups and specific cohorts. This supports an equal opportunities approach as there are high expectations that all children will access learning out of school. This work links to curriculum content and is clearly rooted in the development of functional skills and abilities.
- British Values and social, moral, spiritual, and cultural development are cross referenced in Teacher Knowledge Organisers. These provide information, linked to topics, in support of the breadth of information needed to ensure highly effective teaching and learning.

Personal Development (PD) was not an area of review during the summer SIP visit. Some information on PD is included in various sections of this report.

### 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.'

- This area of the school's work remains a strength which has been further developed to ensure all pupils have access to positive, purposeful activities beyond the school gates. As a result of the school's passion and commitment to developing all children to their full potential there is no disadvantage due to their SEND.
- The Leadership and Management Implementation Plan evaluates the school's commitment to treating all pupils with the utmost respect 'there is a strong culture and ethos that respects equality and diversity and celebrates the unique nature and abilities of each child.'
- Evidenced in progress and achievement data, case studies, attendance, staff feedback, pupil voice, learning walk reports and monitoring including governor visits.

Summer 24

There remains compelling evidence of the progress pupils make, from their starting points, regarding personal development.

- The curriculum extends beyond the academic, providing for pupils' broader development.
- The curriculum and wider work of the school supports pupils to be confident, resilient, and independent.
- There is high-quality pastoral support within the school which nurtures pupils and supports their independence, confidence, and self-esteem.

## Leadership and Management

### Evidence to support the school's self-evaluation

- 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.
- This SIP visit highlighted the level of drive and ambition the school has for further development. Leaders approach to improvement has 'gone up a level' and the impact on staff and pupils is palpable. Evidenced in discussions with key leaders, observations of children in school, assessment data on progress and achievement.
- The 2-year plan linked to the 5-year strategy is 'live' and drives improvement. Leaders were able to describe what has been achieved to date and the impact of this work on pupil outcomes. Ambitious developments in systems leadership, include plans to support other schools through SEND based CPD. This has involved Cleaswell researching best practice, liaising with regional providers, and building partnerships across the sector. This work will be impactful as it will build capacity further and support the school's exceptional provision in terms of Ofsted's outstanding criteria. Planned developments include establishing a 'writing for research

group' to support the dissemination of school-based research and publishing articles in academic journals. Northumbria University are keen to support this initiative. The Cleaswell Hill targeted offer of support will enhance the Local Authorities provision by providing opportunities for teachers to meet and discuss areas of school development linked to their self-evaluation analysis.

- The Leadership and Management Implementation Plan includes context, intent, implementation, and impact criteria which supports a process lead evaluation of this area of the schools' work. Impact and outcomes include 'leaders are abreast of new developments. There is increasing evidence of leaders influencing practice in SEND regionally and this is supporting their knowledge and skills.
- Senior leaders review of achievements towards meeting the outcomes in year 2 of the schools 5-year strategy are very encouraging. An impact report will be available for governors before the end of the summer term.
- The Heads plan to begin a 5-year strategy, during the pandemic' was visionary as it provided leaders and staff with an aspirational approach and strong steer for the future with the ambition of sustaining an outstanding provision. His foresight and forward planning ensured that the school's ambition to be the 'best version of itself' was swiftly revitalised following the covid crisis. As a result, Cleaswell's provision is going from strength to strength.
- Work on revisiting the school's intentions within the context of its vision of continued excellence is being planned for the autumn term. The intention is to consider how the intentions impact on the inherent values staff have and how this is demonstrated in their practice. Recruiting staff who share the school's values will help sustain its present strong ethical culture.
- 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.
- Phase leader's developments include CPD on leadership theory, styles and behaviours and the impact on Cleaswell Hill. As a result of the support in leadership across school there is impact in terms of capacity due to the distributed leadership approach. This is an important aspect of sustaining outstanding provision as the school becomes more involved in systems leadership.
- The Deputy Headteacher's (DHT) have established links with Northumbria University and have ambitions to develop classroom-based enquiry and teacher's professional development further with the potential for accreditation linked to the Autism Education Trust.

- The work on identifying what constitutes an exceptional school provides an in depth of understanding of the Cleaswell offer. This includes how research can support evidenced-based practice. Policy guidance is being developed to outline the intention of a researched based approach and the impact this will have on learner outcomes.
- Theoretical leadership CPD was well received by leaders within school and follow up in support of Phase Leaders, building further capacity to lead and manage complex populations, within their cohorts, is securing best outcomes for pupils. The relational strategies approach is a further development of the school's commitment to build leadership capacity in all phases.
- 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.
- 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.
- The vision for fundraising is clearly rooted in providing even better opportunities for pupils in school. The Business Lead is working proactively with a locally trained fundraiser in support of outcomes in the 5-year strategy. This work includes searching for further grant-based opportunities.
- 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.
- There is a clear, shared understanding of how school supports workload and wellbeing. Building leadership capacity has supported senior leaders' workload as phase leaders are more confidently tackling department issues with a decrease in the number of concerns being escalated 'up the chain of command.' Leaders are fully conversant regarding what strategies support wellbeing, and this is clearly linked to how valued staff feel.
- The Leadership and Management Implementation Plan includes impact measures linked to intent and context. These are monitored in senior leadership meetings and outcomes reported to governors through the Head teacher's report.
- 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.
- The governing board continue to provide challenge and support. Visits are well planned and impactful as they recommend further areas for development which are tracked, monitored and evaluated. (Head teacher's report)

- Between the 18<sup>th</sup> of January and 5<sup>th</sup> of February 2024, there have been three governor visits to school. These have focused upon parental engagement, Quality of Education and Pupil Premium. The outcome of the Quality of Education visit relates to improving written outputs to allow pupils to improve the recording of their learning, commensurate to ability. Next steps are clearly identified, and these include strengthening pupil voice, increased use of 'Clicker' technology and support for sensory and emotional regulation to enable pupils to focus on output. The Pupil Premium grant cohort are tracked and monitored and all pupils in receipt of added funding are making progress in line with expectations. The initiative to support families experiencing financial difficulties includes developing the curriculum and cultural capital to provide pupils with more enrichment opportunities. All recommendations found within governor visit reports have been actioned with further developments planned across the next school term. Progress will be reported within next terms Head teacher report.
- The governing board remain very well-informed regarding school provision. They share and celebrate the positive achievements of staff and pupils. Governors are ethical in their approach and highly supportive of the school's work on equal opportunities and 'poverty proof'. The quality of the safeguarding link governor reports supports the whole boards understanding of the challenges facing the school within the context of the SEND sector and beyond.
- 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 check standards.
- Feedback from stakeholders about safeguarding in school is positive. 93% of parents, who responded to the survey, agreed their child feels safe in school. 97% of pupils, within the core and extended pathway, feel safe in school. 95% of pupils feel they have a trusted adult they can talk to and 92% feel they are safe online.
- Cleaswell continues to have a transparent and positive approach to safeguarding. DSLs share information with external agencies who include a designated Education Welfare Officer. Concerns about the level of support from social care are on-going and this can result in added workload, stress, and concern for school staff. As a result, Cleaswell have reconsidered areas of responsibility within the safeguarding framework and delegation and support is now distributed across school. The mental health/welfare lead is now a trained Designated Safeguarding Lead (DSL), and the Information Technology/Computer lead is involved in web filtering and monitoring. Access to inappropriate web site information is restricted, monitored and followed up as monitoring processes allow leaders to track and analyse online activity. This results in any concerns being addressed swiftly and effectively.
- Leaders are clearly aware of the changes to Keeping Children Safe in Education (Sept 23) and details of these are documented in the Head teacher's report to governors. This supports a school wide understanding of responsibilities, including how these are being addressed.

#### Summer 2024

- Cleaswell leaders work extremely hard in ensuring stakeholders are abreast at changes to Child Protection legislation. This includes the amendments to Keeping Children Safe in Education Sept 24.
- The SIP expressed concern regarding, particularly annex 3, changes to legislation and the impact on staff workload. By devolving some safeguarding responsibilities to named professionals, across school, has insured the overall Lead DSL can monitor, scrutinise, and follow up priorities. This has supported her capacity and focus on 'big picture' potential changes to provision.

- Clennell external, specialist safeguarding services is building staffs expertise and their easily accessible on-line, telephone, visits to school approach ensures all potential risks are considered and school leaders have the support they need to manage some traumatic safeguarding issues. Support for staffs' wellbeing, including leaders is proactive when dealing with safeguarding concerns.

### Emerging questions

- How well is the school meeting its whole school leadership and management target?
- Progress and achievement data provides strong and reliable evidence of improvements in pupil outcomes.
- Progress towards meeting the 5-year strategy intentions, is exceptional as leaders are driving further improvement with passion and skill (see Leadership and Management).

### Summer 2024

The exceptionality' of much of the work undertaken in school is inspired by leaders who consistently model expectations, ensure staff are 'on board' with change and drive improvements in the best interest of the children at Cleaswell Hill.

## 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.

- The EYs lead is a proactive in support of the developmental needs of the youngest pupils in school. She is a highly active member of the 'Great North Early Years Stronger Practice Hub' where she supports the development of SEND good practice. This impacts on the work in school as professional dialogue with early years leaders supports up to date knowledge and creates opportunities for greater depth in professional development. Information is cascaded to staff in school supporting their teaching practice.
- Classroom practice continues to develop to meet the complex and severe needs of the children in phase 1.
- Assessment is fit for purpose and processes are linked to the whole school approach.
- The Head teacher is aware of the requirement to provide, early years (EY). wraparound provision by September 2026. He plans to explore the potential with senior leaders and governors but is mindful of the complexity of children's needs in relation to providing effective, additional support for this cohort at Cleaswell Hill. Any extended provision will require highly trained and specialist staff. This is costly, involves significant input in recruitment, training and monitoring to ensure a consistent approach to meeting need.
- The Head teacher is aware that any recruitment for early years staff should involve the DfE Qualification Checker. The EY lead at Cleaswell has qualified teacher status and school is aware this is a requirement.

### Summer Term 2024

**The EYs Lead was asked additional questions following the SIP visit. Her insightful written response clearly informs of her ability to evaluate provision and demonstrate impact.**

### Inspiring and Supporting Children's Learning

- **Stimulating Curriculum:**
  - The Early Years curriculum is child-centered, enriched, and personalised, focusing on communication, motor skills, creativity, and critical thinking.
  - Cherry Garden Branch Maps and the engagement model guide teaching and assessment.
  - Observations and assessments inform individualised teaching strategies, supported by team teaching, joint planning, and cross-phase observations.
  - CPD and collaboration with the Stronger Practice Hub ensure continuous improvement and support for SEND children.
- **Utilising Observations and Assessments**
- **Judgments and Interventions:**
  - Class leads use the Cherry Garden assessment framework to select resources and materials that support a coherently planned curriculum.
  - Engagement in personalised learning tasks is monitored, and interventions are applied when progress is not met.
  - Progress towards long-term EHCP targets (PLIMS) is consistently made, with high percentages of targets met in key subjects.
  - In-depth observations and collaborative work with therapy teams are conducted when targets are not met.
- **Partnering with Parents:**

- Parental involvement is key to creating a cohesive support system, aligning school and home goals.
- Progress is communicated through daily observations on Tapestry, home/school diaries, and face-to-face contact.
- Parents are invited to participate in school experiences, fostering effective communication and collaboration.
- **Prioritising Individual Needs**
- By prioritising the individual needs of children, utilising data-driven approaches, and fostering strong relationships with parents, Cleaswell creates a supportive and enriching learning environment for the learners in phase one.

### Emerging questions

- Are the Cherry Garden targets challenging pupils sufficiently considering over 90% achieved in En and ma?
- Part of the assessment leads approach to remodelling the data tracking system in school includes reviewing Cherry Garden implementation. Targets are monitored and discussions between leads and teachers are on-going to ensure rigour and high expectation.

## Sixth Form

### Evidence to support the school's self-evaluation

- 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.
- Accreditation includes opportunities for all students to leave school with qualifications which supports their confidence and belief in their abilities.
- Teaching and learning continue to be highly effective and curriculum design ensures varied opportunities to develop interests beyond school. This is supported by off-site visits to a range of community resources including health and leisure facilities.



June 2024- The SIP asked the Post 16 lead to provide additional evidence of the impact of the provision on learner outcomes. The SIP has summarised the Sixth Form leads detailed information which provided insight into how well she is evaluating information which supports sound educational judgements. She clearly understands her role, drives improvement, and focuses on positive outcomes for the students. Her written response was fulsome (3 pages).

### How effective is the impartial careers guidance in enabling all students to make progress in readiness for their next steps beyond school?

- **Personalised Support:**
  - High-quality guidance is tailored to individual needs and helps students understand their strengths, interests, and aspirations.
  - Familiar staff members provide levels of support, commensurate to ability, during one-on-one career interviews, enhancing the effectiveness of the guidance.
- **Proactive Planning:**
  - Arranging taster visits to colleges or social care providers gives students practical experiences that inform their decision-making process.
  - Continuous updates on post-16 placement options and entry requirements ensure relevant and up-to-date advice.
- **Transition Focus:**
  - Transition discussions are a major part of EHCP annual review meetings, starting from year 9. This results in families and students being able to set long-term targets and plan work towards achieving their ambitions beyond Cleaswell.
  - Comprehensive information on suitable post-16 placements is provided to parents and students, aiding informed decision-making.
- **Parental Involvement:**
  - Parents are encouraged to visit potential post-16 providers, ensuring they make informed choices before EHCP/LA panel meetings.
  - Ongoing close liaison with families supports students until their placements are finalised.
- **Consistency and Continuity:**
  - Despite staffing challenges, efforts are made to maintain continuity in career guidance for year 10 pupils. Staff deployment and careers guidance CPD is discussed with senior leaders to optimise provision.
  - Commitment to personalised career guidance reflects an understanding of each student's unique needs.
- **Career Exposure and Opportunities:**
  - Students are exposed to diverse career events and workshops, broadening their horizons, and providing real-world insights.
  - Recording activities on Compass+ helps track progress against the Gatsby Benchmarks and identifies curriculum gaps.
- **Collaborative Initiatives:**
  - Participation in pilot schemes, such as the Careers and Enterprise Company pilot, helps develop better resources and training for special schools.
  - Engagement with regional hubs provides a detailed overview of progress and needs, facilitating targeted support and training.

- **Successful Transitions:**
  - Evidence of successful placements for students leaving school demonstrates the effectiveness of the guidance provided.
  - Transition visits arranged by the team help students feel confident and prepared for their next steps.
- **Skill Development:**
  - A flexible and responsive curriculum offers various vocational options, enhancing students' independent learning skills.
  - Emphasis on personal responsibility for revision and independent learning tasks prepares students for life beyond school.
- **Independent Living Skills:**
  - Programs like the Independent Travel team initiative support students in developing road awareness and safety skills.
  - Gradual withdrawal of support in community activities fosters self-reliance and independence.
- **Parental Partnerships:**
  - Effective communication with parents through home/school diaries, Tapestry, and face-to-face contact ensures a cohesive support system.
  - Regular updates and involvement in school events create a sense of community and reinforce the importance of education.

By integrating these elements, high-quality impartial careers guidance enables all students to progress confidently and effectively towards their future goals.

#### **Placements for Sept 24**

- Twelve pupils are leaving Cleaswell Hill School this year.
- Five pupils will transition to Azure Charitable Enterprises to complete Entry Level and Level 1 courses in Catering or Horticulture.
- Three pupils will transition to Northumberland Skills, Alnwick Campus, to complete Level 1 courses in ICT & Media.
- One pupil will transition to Newcastle College to complete a Level 2 Music Production course.
- Two pupils will transition into Adult Social Care, one attending Brightside and the other attending Journey.
- Thirteen post-16 students will remain at Cleaswell Hill School in September 2024.
- Information about potential future providers in education and social care is available on the school website.

#### **Student Development and Preparedness**

- **Personal, Social, and Independent Learning Skills:**
  - The curriculum is responsive and flexible, offering a range of vocational options like outdoor learning, creative arts, Duke of Edinburgh, technology, art, catering, sport, design and enterprise, hair, and beauty, and performing arts.
  - Students complete various qualifications, including core subjects, and are encouraged to take responsibility for revision and independent learning tasks.

- A learner agreement covering conduct, absences, and uniform is signed by students and parents/carers at the beginning of the year, with staff support.
- **Conduct and Attitudes:**
  - Staff model high, clear expectations of conduct in and outside of school.
  - Students become self-reliant in activities such as visiting local shops and using cooking facilities.
  - Work experience placements help students understand and improve their professional conduct.
  - Participation in the Independent Travel programme enhances students' independence, with some using public transport independently.

#### Emerging questions

- What is the impact on off-site provision on outcomes?
- There are more opportunities for on-site visitors to support learning in the sixth form now the school has off-site provision. Students continue to engage in purposeful, functional learning opportunities which support independence.
- Occupational therapy support is impacting upon students' ability to carry out practical tasks and plan how to organise activities. This is resulting in a growing confidence in abilities and links positively to the school's approach to 'Preparation for Adulthood.'

See above information.

#### 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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