

Cleaswell Hill School

Headteacher's Report to Governors

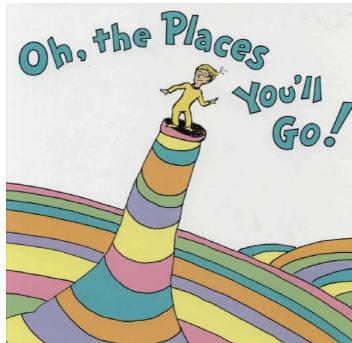


Cleaswell Hill School

School Avenue

Tel: 01670 823182





You have brains in your head.
You have feet in your shoes.

You can steer yourself any direction you choose.
You're on your own. And you know what you know.
And YOU are the guy who'll decide where to go.

You'll look up and down streets.
Look 'em over with care.

About some you will say, "I don't choose to go there."
With your head full of brains and your shoes full of feet,
You're too smart to go down any not-so-good street.

You'll find a star for your report...
One whose medical prowess may be slightly suspect,
Whilst being the champion of the poetic set.
Who can skilfully sum up and find a rhyme,
For how we've worked at this school for a long thyme...

Skills, resilience and character are not built upon staying within your comfort zone, but by overcoming new challenges (in my case, poetry). The Five Year Plan signposted a range of new challenges (streets) to look up and down and, to continue the metaphor, we have chosen wisely and are making great strides whilst avoiding (most of) the potholes along the way, taking our evolution to a whole new level.

In the past we, like most special schools, have been content with operating within our own happy bubble and felt quite smug, that despite the odds we were doing a good job. We'd get together with other special schools and pat each other on the back at the great job we were all doing. But times have changed. Nationally,

we are in what can only be described as a crisis in terms of SEN places and funding. Without coming across all mystic, the Five Year Plan anticipated the crisis and provided a catalyst to develop strong links with other schools (both mainstream and special).

Cautiously building stronger links with a number of like-minded schools has enabled us to extend our influence beyond the population of Cleaswell. The possibilities of formalising links with three of these partner schools could potentially open the door to additional funding to extend/rebuild/open a Free School. Before making such a move we must 'look 'em over with care' in terms of our options and discuss the pros and cons of a permanent commitment. The agenda item 'Statement of Intent' is not a commitment to formalise links, but, rather agreeing to investigate and consider the advantages and disadvantages that this academy partnership could offer. The DfE feels that academisation is inevitable, whether this is in the short, medium or long term is currently up to us. This potential partnership offers us the unique opportunity to have a strong voice in drawing up the 'Terms and Conditions' of a new Multi Academy Trust (MAT). If, following discussions, investigation and analysis, it is felt that this isn't the opportunity for Cleaswell, we are not obliged to join. It is unlikely that we will be presented with a similar opportunity again, therefore I suggest it is given careful consideration. After all 'we are the guys who'll decide where we'll go!!'

Despite this potentially exciting (and slightly daunting) proposal, fine tuning the provision at Cleaswell Hill remains and always will remain our top priority. Two great achievements of the year are without doubt the integration of The Appleby Centre and the Engagement + Pathway into our provision. The Appleby Centre offers our older pupils a 'stepping stone' between school and their next destination and in its first year has proved a great success. The Engagement + Pathway's new approach has allowed us to meet the needs of some of Northumberland's most complex learners and provides a blueprint for other settings working with children with similar needs.

This report is full of equally important examples of how innovative school development has improved the outcomes for Cleaswell Hill pupils. To sum up, for both staff and pupils;

Congratulations!
Today is your day.
You're off to Great Places!
You're off and away!

Mike Jackson (with some help from Dr Seuss), June 2024



Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2023-24 are:

Quality of Education

Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.

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.

Personal Development

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

Leadership and Management

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

Ofsted

'Cleaswell Hill School remains an Outstanding School'

We have no identified area for development.

School Improvement Partner (SIP)

Lynn Watson carried out her summer term SIP visit on 4th June. The visit was extremely positive and included:

- learning walks with Karyn McMahon focused on class leads metacognition projects and with Julie Brown and Rachael Ford Hutchinson focused on relational practice
- meetings with Helen Moulton regarding our ECT programme, which Lynn described as phenomenal and Emma Dunn regarding school Vision and Values

- discussions with Juliet Ruddick and Mike Jackson regarding the development of the Therapy team and with Mike Jackson focusing on the Five Year Plan

In addition, before the end of the school year, Lynn will be working with Juliet on the Therapy Development Plan and with Mike on priorities for Year Three of the Five Year Plan.

Key Development Priorities

See 'Strategic Plan - Year Two of the Five Year Plan' included in your pack.

Section 2 - Curriculum



Curriculum

Governors' are aware that in March 2023 we began the huge job of reviewing our curriculum alongside our assessment systems. Over the past year, Subject Leads have been developing an intelligently sequenced, knowledge-rich curriculum, informed by the best research evidence available.

Curriculum design is an iterative process, and ours is constantly being refined based on feedback from assessment data and from the teachers delivering the content. We will continue this 'create, deliver, reflect and refine' cycle.

Key to this development has been the creation of Subject Rationales, Long Term Schemes of Work, Teacher Knowledge Organisers and Pre-taught vocabulary. Consideration of intersectionality across the curriculum ensures that we are building a curriculum that embraces, celebrates, highlights and foregrounds diversity.

Curriculum Conversations have taken place with all Subject Leads. These conversations have provided a valuable professional development opportunity and all Leads have demonstrated a strong and confident narrative about their subject and its design. Information from these conversations has been collated and is being shared at a celebration of curriculum on 17 June to recognise the hard work and development that has taken place

Karyn McMahon



Assessment

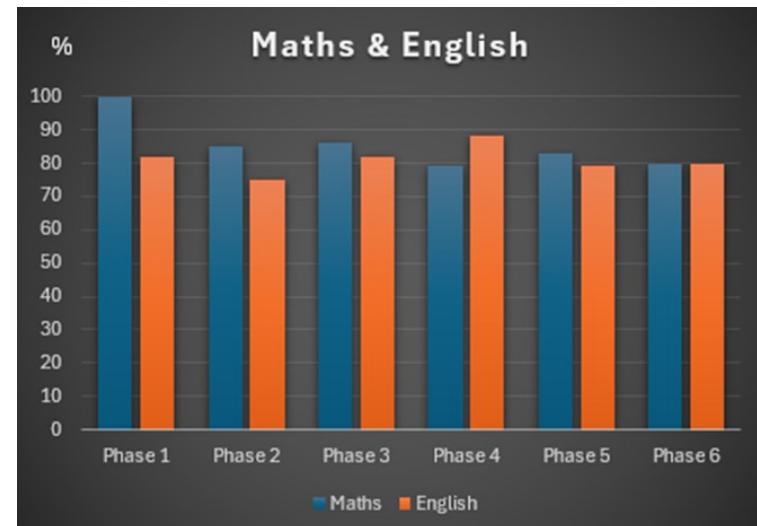
September of this academic year saw the launch of our new, bespoke assessment system, with a clear focus on streamlining our entire assessment processes to ensure a fit for purpose system linked to the taught curriculum and to reduce teacher workload. As the end of the academic year fast approaches, we can all reflect on what an achievement the implementation has really been. All class/group leads have taken ownership of our new system, updating assessment inserts to reduce the end of term rush and lighten workload. Conversations between support staff has highlighted the overall impact that our new Depth of Learning document provides, with assessment specific terminology readily used when supporting all of our students.

Moderation sessions have demonstrated the confidence in decision making regarding the level and depth of individual learning following very clear descriptors at each progression point, from 'Emerging' to 'Mastering'. These sessions have also highlighted adjustments required to further support progress. As of September 2024,

both core and extended groups will use the same assessment inserts, designed to highlight smaller steps of progression (from 4 to 7). PSHEE assessment needs further consideration to help track progress more accurately and drop in sessions are to be arranged for all teachers to monitor, track and trigger interventions as required.

By the end of spring term, curriculum data shows:

- 86% of end of year maths targets are expected to be met while 81% of targets are expected for English.
- All of Phase 1 are expected to meet or exceed their maths targets for the academic year, with Phase 4 making exceptional progress towards their English targets at 88%.
- MAPP students are currently averaging 14 gains per target, which is a fantastic achievement. This equates to 35% progress across all 4 MAPP areas – Independence, fluency, maintenance and generalisation.
- There was little variance between all targets within MAPP. Sensory & Physical targets averaged 14.5 gains, Communication & Interaction averaged 13.5 gains, with SEMH and Cognition & Learning averaging 13 gains each.



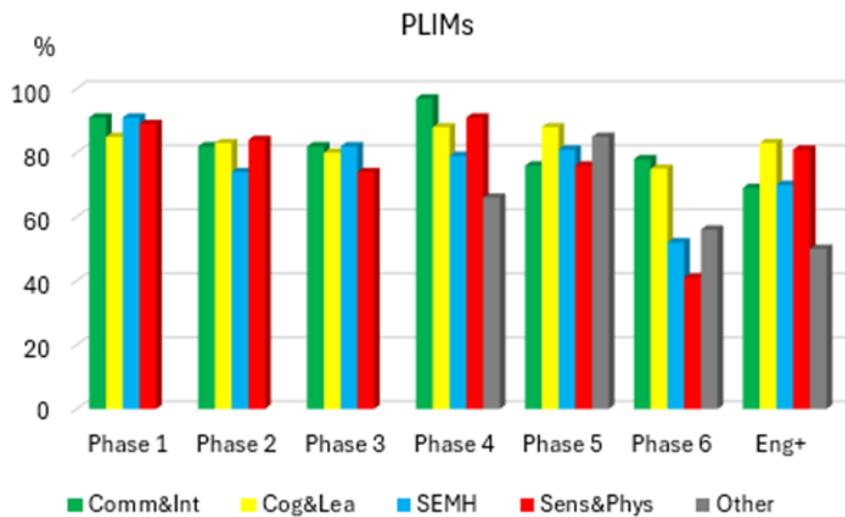
PLIM Data

- 78% of PLIM targets were met over the spring term across school.
- Cognition & Learning was the area with the highest proportion of targets met

(83%) and Pathway to Adulthood had the lowest proportion met (51%)

- Phase 1 had the highest proportion of PLIM targets met (89%) while Phase 6 had the lowest proportion met (60%) – specifically with regards to Sensory & Physical targets (41%) and SEMH (52%).
- All of our data will be interrogated by class and phase leads over the coming weeks.

David Evans



The Effective Leadership of Professional Development and Learning at Cleaswell Hill School

1.24 SEND Code of Practice

'Special education provision is underpinned by high quality teaching and is compromised by anything less'.

In order to adapt to new workforce developments, the increasing complexities and the exponential growth of SEND populations over time, Cleaswell has reviewed and re-evaluated its Continued Professional Development and Learning (CPDL) Programme.

Decisions regarding effective CPDL for the future of Cleaswell are currently based upon whole school implementation documents produced annually and reviewed termly. These take into account the 5 year plan and the interim 2 year

horizon report that inform strategic direction for the school. This involves workforce development, which incorporates effective talent identification and a new CPDL programme will work to continually upskill leaders. This includes the sourcing of internal CPDL where appropriate and investing in 'Train the Trainer' programmes that allow for effective delivery that is sustained and consistent, whilst building confidence and value within the team.

NPQ programmes and an internal continuing middle leader development framework which incorporates 360 feedback, think pieces and external training from experienced professionals allows for middle leaders to develop CPDL skills for the future with a view to 'building from within' for the schools future infrastructure.



External training is used where a gap is identified so that skills can be cascaded accordingly. This has happened within a range of therapy areas as we integrate therapeutic approaches into the curriculum.

Education Endowment Fund states that professional development should be underpinned by clarity around learner progression, content dedicated to how pupils learn best, building domain specific subject knowledge e.g. SEND pedagogy and motivating and encouraging teachers whilst embedding practice.

Principles of exceptional SEN pedagogy have been defined. Teachers will have continued opportunities to develop an 'unconscious competence' when embedding evidence informed effective practice. They can reflect and develop practice with a

sense of agency knowing that they are fully supported with a focus on improving pupil outcomes with confidence.

The use of class-based action research projects across the school has allowed for the development of evidence-rich professional dialogue, informing policy and relating performance review to enquiry related goals.

We aim to adopt a model of 'high challenge – high support', meaning that we evaluate the cognitive and emotional demands and challenges faced by staff and consider how a mentor/ coaching model can support these areas in identifying active professional learning of value that is proven to be a successful way of providing opportunity to engage in new approaches with authenticity and reward.

Karyn McMahon, Emma Dunn



Phonics

Staff CPD

I continue to deliver phonics lessons 3 times per week in school, in which ECTs observe weekly and staff are able to watch, thus supporting their own professional development. Staff are continually supported with any aspects of the ELS pro-

gramme throughout the week including assessment, delivery and reading books.

A member of staff who has returned from maternity leave has been trained in ELS. I spent the last 3 weeks of the spring term modelling in her class with her children and team teaching. At the beginning of the summer term, I worked alongside a member of staff delivering the spelling programme for the first time, to model and support.

Phase 1 of the ELS programme has been launched and phase 1 staff will have the opportunity to have time with myself to understand and discuss the programme and how to implement it into their daily classroom practice. Training will be given initially in a phase meeting and then individual support will be available to class leads to help understand the links with the launching in English document and to be confident in their ability to identify when a child is ready for phonics.

The ELS phonics spelling programme has continued this term. Following from the spring phonics assessment, a further 14 children have begun the spelling programme, bringing the total to 36 children in school accessing it. A new member of staff and an existing member of staff have been trained in delivering it via myself and Hannah Richardson.

Assessment

Assessment has continued to take place in the 5th week of the second half term and staff are confident to accurately use the data to 'fill in' any gaps in learning before a holiday. The data has been used to support teachers with planning and ensured learning has continued at a good pace. The data has successfully been used to identify children for additional interventions including: gpc, oral blending or blending. Out of the 71 children who were accessing phonics daily, 71 children made progress in gpc and 68 in blending. Interventions have been put in place to support children.

Currently 56 children in school are accessing the ELS phonics programme and 36 the ELS spelling programme.

Targeted Support Spring 2024 – Academic Interventions

During the spring term, we successfully delivered 3 different ELS interventions. This equated to 6% of the school population. These interventions were delivered via our in house ELS intervention TA in the therapy cabin.

Interventions were delivered individually to children, each receiving between 2 and 4 sessions per week.

The data shows that during the spring term, 87% of children made progress using the ELS phonics tracker data. The 2 children (13%) who did not make progress were unable to access the intervention due to behaviours for learning. This has been addressed within phase and external services are involved. These intervention places were provided to other children who had areas of need in GPC or blending.

Throughout this term, we are successfully delivering 6 academic interventions, over and above the excellent provision already available at Cleaswell. These interventions are to be delivered via Gillian, our ELS/intervention teaching assistant. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 12 intervention places this term to 9 pupils.

This term interventions have been chosen based on the new intervention triangulation form linked to the schools assessment system. Any child not making progress within the term has been identified by staff, the staff have performed a deep dive into why and decided if an intervention is needed and in which area of the curriculum.

Helen Moulton



Section 3- Staffing and Finance

Pupil Statistics

SIMS Analysis (Year x Gender) Numbers represent: Count			
	F	M	Total
Year R	0	2	2
Year 1	2	5	7
Year 2	5	11	16
Year 3	4	13	17
Year 4	6	11	17
Year 5	5	16	21
Year 6	5	19	24
Year 7	7	21	28
Year 8	5	27	32
Year 9	9	18	27
Year 10	2	14	16
Year 11	8	11	19
Year 12	1	1	2
Year 13	2	2	4
Total	61	171	232

Report Produced 23.05.24

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Engagement - Dove	1	3	4
Engagement - Starling	0	8	8
Phase 1 - Blossom	0	7	7
Phase 1 - Juniper	2	8	10
Phase 1 - Oak	1	3	4
Phase 1 - Willow	4	5	9
Phase 2 - Coquet	1	5	6
Phase 2 - Rede	0	8	8
Phase 2 - Tweed	4	7	11
Phase 2 - Tyne	6	4	10
Phase 3 - Cragside	4	9	13
Phase 3 - Lindisfarne	5	9	14
Phase 3 - Piesey	2	3	5
Phase 3 - Warkworth	3	7	10
Phase 4 - Adder	0	6	6
Phase 4 - Deer	0	13	13
Phase 4 - Fox	1	7	8
Phase 4 - Red Squirrel	2	6	8
Phase 5 - Alnmouth	1	10	11
Phase 5 - Amble	7	2	9
Phase 5 - Bamburgh	4	8	12
Phase 5 - Cresswell	2	10	12
Phase 6 - Montane	3	7	10
Phase 6 - Phoenix	4	11	15
Phase 6 - Riverside	4	5	9
Total	61	171	232

Sixth Form
Information Only

Staffing

We currently have one hundred and fifty five staffing contracts, thirteen of which are fixed term.

Staff absence for the summer term, up to June 5th, was as follows:

- Teachers - 6 days
- Support Staff – 194 days

Finally we wish Jenny Smith, assistant head teacher and Hayley Morris, Phase 2 lead, all the best as they begin their maternity leave. Rachael Ford-Hutchinson will take over as assistant head and we welcome the return of Suzanne Oliver to cover the Phase 2 leader role.

Julie Brown

Budget Overview

The budget for the 2024-2025 financial year was set at Cleaswell Hill School with the school accountant from the Local Authority on 20th March 2024. It was approved by the resource management committee on 17th April 2024, a summary was circulated to the full governing body on 18th April 2024 and the final approved budget was submitted to Northumberland County Council on 26th April 2024.

In October 2023, the Department for Education published the outcome of the valuation of the 'Teacher's Pension Scheme'. The outcome confirmed the requirement of an increased employer contribution rate of five percentage points to 28.6% with effect from 1st April 2024. The school will receive a grant to support this increase in the employer contribution rate for the 2024-2025 financial year.

The National Employers shared their 'full and final, one year offer' (April 2024 – March 2025) for support staff on 16th May 2024. This includes an increase of £1,290 (pro rata for part time/term time only employees) to be paid as a consolidated, permanent addition on all NJC pay points 2-43 inclusive (equivalent to an increase of 5.77% - 2.5%) and an increase of 2.5% on all pay points above the maximum of the pay spine graded below deputy officer. The offer also includes an increase of 2.5% on all allowances with effect from 1 April 2024. The support staff unions are now undergoing a period of consultation.

A recent school report summary and budget summary sheet has been circulated with the additional papers for the summer term full governing body meeting.

Lauren Caisley

Fundraising

Following the last report to governors, Cleaswell Hill Foundation (registered charity number 1000697) has continued to initiate and promote fundraising opportunities whilst developing strong links with parents, carers, pupils, staff and members of the local community.

A 'number day' at Cleaswell Hill School on the 2nd of February in aid of NSPCC (registered charity number 216401) incorporated lots of inspiring mathematics based activities and raised a fantastic £80.25. Our St Valentines non-uniform day on the 16th of February generated £95.90 in aid of Cleaswell Hill Foundation to be utilised towards exciting resources and experiences for the children that attend Cleaswell Hill School. We were delighted to receive £500 from The Joicey Trust as a result of a suc-

cessful grant application during the month of February towards an outdoor play area.



On the 8th of March, we were delighted to host a representative from St James' Place Charitable Foundation to formally present Cleaswell Hill School with a new minibus. The 'Variety Club Sunshine Coach' will facilitate access to educational visits, Duke of Edinburgh expeditions, residential visits, work experience, local sensory provision, after school provision, events and the local community for Cleaswell Hill School pupils. On the 14th of March, Cleaswell Hill School pupils thoroughly enjoyed a live performance of 'The Selfish Giant' from a touring theatre company, kindly provided as a result of a successful grant application to Happy Days. Our 'red nose day' themed non-uniform day in aid of Comic Relief (registered charity number 326568) on the 15th of March was a brilliant event and raised £106.70. Cleaswell Hill School pupils were delighted to meet the 'Easter Bunny' on the 22nd of March and each received a small chocolate egg. The Foresters Arms friends, customers and bikers also generously delivered a large chocolate Easter egg for all pupils at Cleaswell Hill School on the 27th of March; the children thoroughly enjoyed watching the motorbikes ride across the school yard! Our charity cabaret evening on the 28th of March was an amazing success and generated a phenomenal £1,072.40 in aid of Cleaswell Hill Foundation to be utilised towards performing arts resources, equipment and experiences. Our Easter themed non-uniform day on the 28th of March raised £53.65 in aid of Cleaswell Hill Foundation. We were thrilled to receive a payment of £761.55 from the Co-op local community fund towards an outdoor play area during the month of March.

Parents, carers, staff, pupils, members of the local community and Lubbers, Ltd. generously donated a wide range of therapy and sensory resources such as bubbles,

fidget toys, Duplo, Lego, fine motor skills development kits and Gelli Baff for the children that attend Cleaswell Hill School as part of our Amazon wish list during the month of April.

Our health and wellbeing week from the 7th – 10th of May was extremely successful and has already raised an amazing £863.75 in aid of Cleaswell Hill Foundation to be utilised towards health and wellbeing resources, equipment and experiences; donations are still being received to date. Cleaswell Hill School staff and pupils completed a wide variety of sponsored fitness challenges including running, boxing, yoga, swimming, local walks, gardening, obstacle courses, dancing, mindfulness activities and more! On the 17th of May representatives from the Northumbria NHS Manufacturing Hub visited Cleaswell Hill School and generously donated £420 to Cleaswell Hill Foundation in aid of therapeutic resources and equipment. After attending our charity cabaret evening and supporting Cleaswell Hill School for many years, Caroline Taylor kindly hosted a coffee morning with Ann Bell for the local community and raised a generous £520.20 in aid of Cleaswell Hill Foundation to provide performing arts resources, experiences and equipment. Oak Class hosted a bake sale in aid of Cleaswell Hill Foundation and raised a brilliant £42.63 during the month of May. Our Easter non-uniform day generated £5.00 in aid of Cleaswell Hill Foundation.



We were thrilled to provide an exciting new outdoor play area for the junior yard following the Easter break. Cleaswell Hill Foundation funded the complete structure and safety surface at a total cost of £24,996.65 as a result of generous donations from parents, carers, pupils and members of the local community.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising, our onsite clothing bank and local community col-

lection boxes continue to generate essential funds for our charity.

Our local community collection box at the Cherry Tree Bar and Grill raised £457.33, our local community collection box at The Sun Shak generated £64.70, our local community collection box at Dicksons raised £73.29, our school clothes recycling bank raised £104.40, our link with Empties Please ink cartridge recycling raised £14.50, our school water bottles generated £7.50, our partnership with Easyfundraising generated £86.15 and our lottery raised £653.20 following the last report to governors.

Three new grant applications have been submitted following the last report to governors.

Cleaswell Hill Foundation recently engaged in initial conversations with a fundraising professional with an aim to provide greater opportunities for fundraising and further the objectives of the charity.

Our future planned fundraising events for this term include a Scholastic Book fair from the 1st – 12th of July, a summer fundraising event and sports day on 11th of July and a non-uniform day in aid of Cleaswell Hill Foundation on the 19th of July.

Thank you for your ongoing support.,

Lauren Caisley

Buildings and Premises

I'm pleased to report that the acoustic panels in the Hall and the play structure on the Junior Yard were both installed as planned and have made a positive impact on our school.

The Summer break is set to be busy with lots of work booked in already.

- The much-needed upgrade to our electricity supply is scheduled to take place in the first week. This will allow us to build more timber cabins and converted containers to use as small spaces.
- Extensive replacement of old carpet flooring with new non-slip vinyl in weeks three and four.
- Redecoration of up to approximately half of the main school site as part of a rolling programme.
- Replacement of 24 external lights in order to ensure safe lighting levels at the main school site.

Jordan Tolley

Health and Safety

Now that we have a sizeable amount of 'new' staff, I've been able to arrange for an Occupational Health nurse to start a Hepatitis B vaccination programme again. 24 people received their first dose in May, and will receive two more by the end of the year. We strongly advise all staff to accept the offer of Hepatitis B vaccination due to the risk of being bitten by some of the children in our school.

An accident in May involving a pupil has been thoroughly investigated, reported to NCC Health and Safety and also the Health and Safety Executive under RIDDOR. New control measures have been put in place to hopefully prevent another accident.

Jordan Tolley



Section 4 - Specific Issues

Safeguarding

Further detailed information in separate Summative Report in Governor packs

Karyn McMahon

Personal Development

This term we have completed work in partnership with Tyne and Wear Archives and Museums (TWAM) and graphic designers 'Clever Design' to create an Enrichment

Passport. Every child will be given a 'Passport' in September which will inspire and track Personal Development progress across a number of years.

The Enrichment Passport will transform pupils' experiences and aspirations. It will serve as a tool to inspire, track and support individual development and achievements across various activities and experiences.

The passport will establish a range of accessible and inclusive opportunities which will make a substantial contribution to cultural capital, for the benefit of all young people. It will help identify strengths, interests and areas for growth, facilitating tailored learning and providing a sense of accomplishment and progression.

We continue to strive to enhance our physical development provision for all students. Members of the therapy team and SLT have been working alongside the PE lead to promote physical education across school. The focus has been to develop potential for learning to be maximised when using physical, visual and naturalistic ways of learning as well as our conventional classroom learning. We are promoting an integrated approach to optimise physical development for children who require personalised differentiation to engage within physical education. Occupational therapy training on the development of fine motor skills and multi-sensory approaches has taken place through 'bite size' sessions and continues to be embedded into CPD sessions.

Additionally, our provision of after-school clubs with a focus on physical activities has expanded, offering students opportunities to engage in physical development opportunities which promote physical fitness and social interaction.

Jenny Smith

Behaviour

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

Paul Dix, When the Adults Change, Everything Changes 2017

At Cleaswell Hill we are committed to embedding a culture which promotes trusting and mutually respectful relationships based on the Relational Practice philosophy and work of Paul Dix. Volunteers from across school, including phase leads, class leads and teaching assistants came together to form a Relational Practice working party.

The aims of the working party are:

- To drive forward the culture through school of consistent positive adult behaviour
- To agree and share core school rules/consistencies and expectations that everyone adheres to everyday
- To agree and share values and expectations that underpin the Behaviour is Communication Policy (previously positive behaviour policy)
- To agree and define expectations to create a culture of certainty for learners

In order to promote consistent thinking, practice and values the working party have produced a framework which will be shared with the whole school. The framework consists of:

- The Cleaswell Code; Ready, Respectful, Safe and what this looks like in school for students and staff.
- Scripts which provide consistency and predictability.
- Restorative Conversations Questioning Framework which helps to repair and maintain relationships and improve communication.

Staff also continue to be trained in NAPPI level 1, 2 and 3 to ensure support for pupils is effective and appropriate to their individual needs and incidents that do occur are recorded within the PBS Cloud.

The table below shows the total number of incidents within school per half term.

The autumn term saw the largest spike of total number of incidents with fewer low level incidents. However, since then there has been a significant reduction in the total number of incidents.

Whole school Incidents	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024
Low level incidents	266	139	207	149	181
Total number of incidents	476	285	259	214	224
Percentage of low level incidents	55.9%	48.8%	79.9%	69.6%	80.8%

The percentage of incidents which are categorised as low level has increased, which means that a larger proportion of behaviour is remaining within the agitated or disruptive level and not escalating into destructive or dangerous.

There has been one half day fixed term exclusions during the summer term.

Julie Brown

Parent Partnership



We continue to work very closely with parents, particularly supporting them with transitions into the new academic year. Phase leaders have met with parents and carers of pupils who will be joining Cleaswell Hill in September and the Appleby Centre will be hosting a parent's information evening on June 10th.

Most phases in school use 'Tapestry' - a secure online learning journal which allows staff to share and celebrate pupil's learning and development. Parents and carers are able to view their child's progress and see photos of the learning activities they are taking part in.

On 2nd and 3rd July, parents and carers will be invited to attend a parents evening which will give class leads the opportunity to celebrate individual success and discuss how best to work together to support the pupil's further development.

Julie Brown

Attendance - Persistent and Severe Absence



Attendance data continues to be analysed over time for all learners, paying particular attention to a key group of pupils who are historically Persistently Absent (PA) after 12+ months. Our figures are low in comparison with national data and show that PA is improving;

January 2023	January 2024	March 2024
29 PA pupils (12.5%)	22 PA pupils (9.5%)	18 PA pupils (7.75%)

We are looking closely at our strategies for these learners to improve and sustain attendance. Lisa Collis and myself meet Hayley Hansom, our Education Welfare Officer every 3-4 weeks to discuss patterns and trends; work with agencies around emotionally-based school avoidance; support families with, for eg. Kearney Scales to try to unpick functions of behaviour.

Cleaswell Hill School is a member of NCASP Safer in Education Group and join the attendance meetings for up to date information.

The attendance documents created in collaboration with parents in June 2023 do support us to consider a strategic approach to the foundations of our practice and, we like to think, have been an important part in the reduction of PA, although data analysis is a blunt tool for trying to understand the complexities around the national systemic problem of school attendance.

Karyn McMahon

Admissions

The admissions team continue to receive and review an inordinate amount of papers for pupils where a place is being requested for September 2024. Our current projections for 2024 are 250 (including 41 pupils at the Appleby Centre), which is an increase of 18 pupils on this year.

As you can imagine, it is becoming increasingly difficult to describe reasons for pupils not being able to attend Cleaswell under the statutory guidelines of the SEND Code of Practice. Being 'at capacity' is not accepted as a viable reason, so we have had to carefully construct any responses ensuring that they comply with the statutory guidelines we must adhere to.

An increasing number of parents have gone to mediation and tribunal regarding the County's decision to not agree specialist provision or not agree a specific specialist provision in some cases. This has led to further papers being received as the pressures of the County are passed forward to schools. On average, we are receiving 10-15 papers every other week. In addition to this, we have received two directions for the first time, as mentioned above, confirming the pressures being experienced by the Local Authority (LA) to provide specialist places for pupils that are not coping in a mainstream setting. As always, we endeavour to ensure that we are resistant to the pressures from the LA, ensuring that any decisions made are in the best interests of pupils and staff at Cleaswell.

Emma Dunn



Destinations Data/Leavers

There are twelve pupils leaving Cleaswell Hill School this year. There are five pupils transitioning to Azure Charitable enterprises to complete Entry Level and Level 1 courses in either 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.

There is information on the school website detailing potential future providers in education and social care.

Charlotte Calcutt



The Appleby Centre

The Appleby Centre has now been open nine months. During Lynn's SIP visit she asked the following questions about the provision at The Appleby Centre.

How well do:

- students develop personal, social and independent learning skills?
- students' conduct and attitudes prepare them for life beyond CH?

I thought governors would find Charlotte's response of interest, see below.

The curriculum offered to students is responsive and flexible, dependent on the cohort. Within the curriculum, students are offered a range of vocational option lessons including outdoor learning, creative arts, Duke of Edinburgh, technology, art, catering, sport, design and enterprise, hair and beauty and performing arts. Ensuring that there are a range of options increases pupil engagement and promotes focus, enhancing students' ability to develop independent learning skills.



In addition to the preparation for adulthood curriculum, students complete a range of appropriate qualifications, including in core subjects. In support of completing these qualifications, students are encouraged to take a certain amount of responsibility for revision and independent learning tasks. Students have approached tasks with a mature attitude and attended extra revision sessions outside of school hours to prepare for upcoming exams.

Students and parents/carers are asked to sign and follow a learner agreement at the beginning of the year. Staff support students in their understanding of this agreement before signing. The agreement covers conduct, absences and uniform and if required, pupils are reminded of their agreement throughout the year.

Staff role model and have high, clear expectations of pupil conduct in and outside of school. For example, pupils are initially escorted to local shops during break times where staff model and support pupils to follow social etiquette and safety rules. Staff gradually withdraw support, where appropriate, to enable students to become more self-reliant and eventually students are able to do this completely independently. Students have access to cooking facilities within The Appleby Centre where they can prepare food that they have brought in or purchased for their lunch and can prepare their own drinks, including hot drinks.

Where appropriate, pupils have undertaken work experience placements. Students are trusted to represent the school in the working environment and staff remain in close contact with employers throughout the placement. If on rare occasions, a placement breaks down, students receive support to understand why this has happened and information around how to improve in future placements.

We are the first school in Northumberland to work with the newly formed Independent Travel team within Northumberland County Council. This programme is directed at young people who want to be able to travel independently to and from school and have a direct route they can access. However, we believe that all students, whether they progress to travelling independently or not, will benefit from understanding and carrying out road awareness and safety activities with school staff and Travel Trainers. A group of students were identified as having the potential to fully complete the programme and we now have one pupil no longer accessing school transport and instead using public transport independently. There are several other pupils who are working towards meeting this goal. The pupils have been invited to attend a press release and will travel first class to York with LNER.

We are incredibly proud of the mature attitude and conduct displayed by our students. Moving to The Appleby Centre has had a noticeable impact on the learners and they are more confident in completing learning tasks, qualifications and exams, accessing the community and transitioning to future placements.

Charlotte Calcutt

Educational Visits

Educational visits continue to enhance the curriculum and there have been a total of 241 visits approved over this academic year. Pupils from Phases 3, 4, 5 and Engagement Plus had the opportunity to experience a residential trip to Daleby House in Beadnell. They each stayed for 1 night and took part in a range of activities designed to develop skills outside of their usual home environment and to interact with others in different situations and contexts. Staff who accompanied the visit said that it was so worthwhile to see how well the pupils engaged and settled within a new setting.

Andrew Jackson continues to lead on the Duke of Edinburgh expeditions and camping experiences within some remote areas of Northumberland. The programme enables pupils to develop map reading skills, physical fitness, teamwork, initiative and independence while supporting their communication and preparing

them for life after school. This year, we have pupils completing Bronze and Silver programmes.

Julie Brown



Performing Arts

There's been lots of exciting things happening over at The Appleby Centre this year with regards to the arts.

- Pupils at The Appleby Centre have been given the opportunity to access 1:1 guitar tuition with Rob Mack who has been coming in weekly to tutor three pupils. He has been blown away by the effort and commitment displayed by the pupils and he commented that he really enjoys coming in and working with our young people. The pupils involved have developed unbelievable skills and are thoroughly enjoying the experience. We definitely have the next Sam Fender waiting in the wings! Some of these skills were on display during our annual fundraiser cabaret night!
- Just before Easter we held a cabaret night at Platform 1 where pupils and staff performed songs from the past and present in a night entitled 'Vintage Vibes'. There were live performances from both students and staff, all showing off their many talents and we managed to raise over £1000 which will enable us to buy some new equipment for our summer show and continue rehearsals at Platform 1.

- Rehearsals are underway for our Summer extravaganza 'Mamma Mia Rocks' which is based on the west end hit of the same name but with a classic Cleaswell twist. The pupils have been working tirelessly and are looking forward to presenting all their hard work in July. You can expect live music, fantastic vocal performances and spectacular dance routines all wrapped up in a feel good story of ambition, determination and family.
- In our creative media lessons we are in the production process of shooting a zombie apocalypse film based on the imagination of one of our pupils who pitched his idea to the class in September. He has developed a script and worked as our producer to manage a team who have created storyboards, costumes, sets and props, just like on a real film set. The pupils involved have developed skills in teamwork, creativity, confidence, self-esteem and problem solving and are looking forward to our first screening when we invite parents into school to watch the final product – red carpets are a must!



- Three pupils have been working hard this year to gain a qualification in BTEC performing arts in acting, technical production and music. They have used their knowledge and experience of their chosen field to complete a variety of tasks as part of a portfolio which will be assessed at the end of the year.
- Two pupils that are interested in light and sound technology and provide technical support for our live performances have had some great experiences this year. One pupil was given the opportunity to do work experience with Alnwick Playhouse and provided light support to a live show with a live audience. He did remarkably well and has brought new skills back to the group which he was eager to share. He is now researching college courses that will

develop these skills further.

- Another student took part in a career day at Northern Stage to explore careers within the live entertainment industry. It was extremely informative and he gained knowledge within sound, lighting, stage management and production. Again this is an area he hopes to pursue in the future.
- Following on from a successful training session with SLT, learning through the arts continues to be a successful tool in engaging pupils and developing their personal skills as well as fostering feelings of self-worth and self-esteem.

Kirsty Hunter



Development of Outward Facing Partnerships

As we delve further into the world of outward facing support and development, it remains in the back of one's mind to ensure that every step taken has a positive impact on the outcomes for pupils at Cleaswell, whether directly or indirectly, as the heart of all reasoning. So what is the benefit and impact?

Teachers are the core of any education system. Their work in the classroom and the relationships they forge with their students impacts the future of society. Supporting the education of young people though does not fall solely on teachers' shoulders. The resources of a wider community of schools and stakeholders can also make an impact. At Cleaswell, we aim to build partnerships between educational settings and sponsoring organizations to open up new pathways for growth and success. It

paves a better road to the future for students at Cleaswell and other settings, sponsors, and their communities. By bringing and sharing the resources of partnerships into the classroom, we can create community connections to shape the local area and nurture further mechanisms of support.

The importance of our strategic outreach program lies in the concrete benefits afforded to both Cleaswell and our partners. It is these benefits that grow the partnership and effect change in the community and the positive impact on pupil outcomes. It strengthens the connection between a student's education and the world they live in.

Emma Dunn

Fusion Learning Hub



As the soft launch of the Fusion Learning Hub builds, we have now developed a logo to share on marketing packs and communications. The key importance of Fusion Learning Hub is to promote a high quality and supportive offer to the regional community aligned with the exceptional vision and provision at Cleaswell. With this in mind, the next stages of marketing will be to highlight through leaflets and the launch of the 'Spotlight' newsletter in September. We are now working towards the use of skilled professionals within the Cleaswell team who can support and facilitate visits to schools providing high quality advice and guidance to mainstream settings that are struggling under the weight of the exponential growth of SEND. This includes support to develop a review program for Specialist Support Bases (SSBs) and Primary Support Bases (PSBs) identifying key areas for improvement and strategies to support priorities.

Emma Dunn

Northumbria University Partnership



Following a successful series of conversations with Northumbria University, we have been able to build a partnership that will provide mutual benefits to both given the 5 year strategies set out by Cleaswell and the University. Northumbria University propose to create a culture of research excellence which is matched well with Cleaswell ambition to achieve excellence in SEND pedagogy and 'research-active academics'.

Another of the key elements of the University strategy is experiential learning - this includes building on relationships with other settings to promote the importance of experiential learning within the teaching profession. At Cleaswell, we are fully immersed in this journey as part of our future ambitious and exciting CPDL programme in developing 'Teachers as Researchers.'

The first year will be the start of a programme entitled; Professional Curiosity: one school's culture of embedded action research. It aims to look at effects on teacher retention and impact on own professional development through a series of reflective interviews with teachers connected with theoretical frameworks and written up as journal article for the British Education Research Journal (BERJ). This will inform future participation including studies relating to the impact of outdoor learning on emotional regulation for pupils with complex and additional needs.

Forming this sort of partnership and formalising it over a three year programme will allow for our current teachers and class leads to experience the highest levels of professional development with access to innovative research and concepts that fills teachers with confidence and autonomy in the classroom to deliver best outcomes.

Karyn McMahon, Emma Dunn

AET Training



The Autism Education Trust (AET) licence is approaching the end of Year 2. The AET shared through the contract management meeting that the Cleaswell AET team

have surpassed their targets for Early Years and School settings reaching 167% and 130% respectively. The team have managed to reach 29% of their Post-16 settings target which the AET itself states are notoriously difficult to reach. The team, led by Rachael Howitt, are embarking upon a more targeted marketing approach for Post-16 provisions with support from Senior Leaders.

Since Easter the AET team has already run 4 sessions and another 8 sessions are planned to be delivered before the Summer Holidays. The increased demand for training necessitates an increase in training capacity over the coming term and provisional discussions with interested parties are taking place.

The AET training modules continue to be rolled out across Cleaswell for new starters and refreshers for other staff, as needed. The impact of the AET training as one of many approaches in school can be seen on the AET School Standards, with Cleaswell making a positive change on 6 of the 16 school standards as can be seen on the graph.



Rachael Howitt

Stronger Practice Hub



During this term as partners in the Great North Early Years Stronger Practice Hub (GNSPH), Cleaswell have hosted specialised CPD training and provided guidance on best practice through networking opportunities, face to face and online training and support around early communication. The AET team within school have also collaborat-

ed with the GNSPH to support and provide training to the network of local childminders and Private, Voluntary and Independent settings we connect with across the area. We look forward to creating a strong network of practitioners, promoting professional dialogue informed by effective pedagogical practices, and creating an open culture of collaborative support. Given the working hours of these settings, two of the commissioned courses will take place in school on Saturday mornings in June and July 2024. The reach of the GNSPH is wide and well-known amongst Early Years professionals which support early identification and good practice for autistic children in the community, hopefully easing the pressure on mainstream schools and specialist provisions.

Emma Dunn

SEND Advisory Role



The advisory role has grown immensely in recent months as schools have grown increasingly concerned as to how to meet the growing need of SEND pupils within mainstream schools. The role has diversified where schools have asked for anything from strategies to support young people, support in identifying appropriate resources and funding arrangements, to signposting for specific needs involving professional bodies such as Children and Young People Services (CYPS) or healthcare/therapeutic support.

Another element of the SEND Advisor role has been sitting on Specialist Placement Review and Transition Commissioning (SPRTC) panel providing advice and support in allocating places to pupils where a request has been made for a specialist setting. This has been eye-opening as we begin to see the vast increase in the number of parental requests and consequent mediation and tribunal hearings if a specialist place is not agreed. The impact for Cleaswell is starting to be seen where there have been 'directions' from County, which is when the school is named on a young person's EHCP even though the school does not believe they can meet need. Fortunately the resilience of our staff has meant that they have risen to the challenge to ensure a smooth transition, keeping the child at the forefront of all decisions regardless of impact on workload.

Emma Dunn

Integrated Therapy

The therapy team continues to focus on the further integration of therapy within the classroom and across the curriculum.

The qualified therapy team continues to supervise and support therapy assistants to deliver therapeutic approaches and programmes, which includes individual, small group and in-class sessions. Quality is assured through regular supervision sessions to discuss pupil needs, plan interventions and continually evaluate progress/ matters arising. The therapy team is working with Phase Leaders to identify key areas for integrated therapy within the timetabled curriculum next year in the Core and Extended pathways. There is a therapeutic curriculum in the Engagement Pathway and Juliet Ruddick (Therapy Lead) oversees Engagement +, working closely with Emma Dunn (Engagement Pathway Lead).

Occupational therapy continues to focus on the development of fine and gross motor skills, independence in activities of daily living, sensory support, sensory processing and engagement in meaningful occupations. Jo Golden (OT) takes the lead on supporting children with physical disability in school and oversees Rebound Therapy, supervising the Rebound Team. She is also taking an increasing role in Hydrotherapy, working closely with John Carruthers (Pool Manager). In order to support this additional role, Jo Golden has increased her hours from three to four days per week.

Francesca Gall continues to manage the administration tasks for the therapy team. With supervision from Juliet, Fran continues to provide 1:1 interventions and works within class-based sessions with a focus on independence, fine motor skills and the development of written output (both handwriting and use of IT). The integration of therapeutic strategies within class-based sessions involves therapists and assistants working closely with the Class Lead and Phase Leader to select appropriate sessions and gain a shared understanding of the lesson objectives. This collaboration ensures that therapeutic resources and activities are topic linked activities to enhance learning and skill development.

Therapists continue to support the annual review process where the need is identified, including working collaboratively with teams and parents to produce high quality Education, Health and Care Plans and personalised outcomes, which influences provision. During the Summer Term, the team will be reviewing the new starters' EHCPs to ensure that equipment, approaches/strategies and provision is in place for their September start.

Following the Cerebral Visual Impairment Conference at Durham University, Jo Golden and Qualified Teacher for VI, Kate Thompson have devised an action plan that includes an evaluation of current VI provision across the school and the dissemination of best practice. Jo, Fran and Kate facilitate a weekly group for pupils with Visual Impairment (currently 14 pupils in school, split into two groups), which focuses on the use of specialist equipment and specific VI strategies to increase functional independence.

The occupational therapists are working with Deb Chapman and key staff to continue to develop approaches to support continence across school, using best practice guidelines.

Speech and language therapy continues to focus on developing communication provision across the school, which is interlinked with the AET School Standards, to improve provision for all pupils. Staff and children have responded well to the introduction of the new Universal Core Boards, which offer structure and predictability. The boards are graded from 1-5 so that there is continuity across school and all of the symbols are fixed in the same place which promotes structure for both children and staff. Repeated learning opportunities across multiple environments supports generalisation of language and communication skills across different contexts. Further work will be completed over the next term to develop a consist-



ently structured "fringe" (topic) board.

Rachael Howitt (Speech and Language Therapist) has devised an at-a-glance overview of communication development to support staff to accurately describe child needs for the purposes of their EHCP and guide them to select an appropriate communication target. This piece of work is now finalised and is due to be shared with staff this term.

Kelly Dilks (Speech and Language Therapy Assistant) has now completed her Level 3 and 4 training in Makaton, which is a unique language programme that uses symbols, signs and speech. She has made some links with a Makaton Tutor and the owner of True Colours Theatre for people with additional needs. Kelly continues to co-run a 'Sing and Sign' lunch club with Colette Siney on a weekly basis.

Kelly also holds her own caseload and is learning the principles of speech and language therapy well. She is very skilled at working on speech sounds with the children and due to some of the children's needs she has had to be extremely creative! Kelly is now starting to work with some children in the core and extended pathways on more traditional language therapy targets with support and supervision from Rachael Howitt.

Lorraine Skeen (Therapy Assistant) has been working with children in the core and extended pathways and achieving excellent results. All of the children are making excellent progress in their speech, language and communication skills - wow! Well done to all of the children and Lorraine's ongoing dedication. She is also trialling an adapted version of Lego Therapy for children who have difficulties with fine motor control with success.

Rebecca Chaplin (Therapy Assistant) has recently been delivering SaLT interventions to some children within her class. She is focussing particularly on how to support and teach the children to cope with change.

Rachael has now completed the *Meaningful Speech Course for Speech and Language Pathologists* and is awaiting her assessment results. Upon passing the course she will be an NLA Trained Clinician (Natural Language Acquisition). The course outlines an alternative model of language development: gestalt language processing. Traditionally, it has been widely understood and accepted that all children begin to babble, say single words, then word combine. This can occur with or without the use of symbol support or alternative and augmentative communication systems (AAC). Conversely, there are children who develop spoken language through using delayed echolalia or "scripts"; these are called gestalt language processors. Their language development is different and requires

different language support. Rachael can now identify, assess and provide therapy for children who present as gestalt language processors. In late June 2024, Kate Cummings (external Specialist Speech and Language Therapist and NLA Trained Clinician) is delivering a whole-school introduction to gestalt language processing and how staff can support these children.

Rachael Howitt and Juliet Ruddick are also involved with outward facing collaboration, which involves working with external school leaders with regard to therapeutic intervention for pupils with SEND.



Mental Health:

Rachael Ford-Hutchinson's role as Mental Health lead will temporarily incorporate personal development, LAC (Looked After Children) Teacher and Core Pathway lead, as part of the maternity cover of Jenny Smith's Assistant Head post. Rachael has increased her working hours from 4 to 5 days per week while she is taking on the additional responsibilities during Jenny's maternity leave. During this time, Rachael is registered as a 'non-practising' member of PTUK (Play Therapy UK), having concluded Play Therapy sessions started in the autumn term with two young people in the Extended Pathway. Positive outcomes were recorded against the initial areas of concern for both young people.

Following the delivery of training on 'Language for Thinking/Behaviour/Emotions' to develop emotional wellbeing provision within the curriculum, Rachael will continue to establish this in school, with a specific focus on the core and extended pathways. At this point in the year, Rachael is working with phase leaders to identify the most appropriate way to embed this approach within the varying class groups.

As part of Rachael Ford-Hutchinson's role as Deputy Designated Safeguarding Lead she works alongside Karyn McMahon (DSL), with a specific focus around children experiencing social, emotional and mental health challenges, their families and a team of external partners.

Rachael and Charlotte Calcutt (Phase Lead, Appleby Centre) are working together to further develop the relational approach, with regards to positive mental health and wellbeing at the Appleby Centre. This includes identifying staff to provide appropriate training to support this, including the 'Mental Health First Aid for Children' accreditation. Therapy assistants Danielle Forsyth and Jack Hogg continue to respond to the therapeutic needs of young people under direction and supervision of both Rachael and the qualified SaLT and OT team.

Danielle is a master in engaging the pupils in 'hands on learning', whether it be teaching them to sew on a sewing machine or making high quality items for enterprise initiatives. Danielle has a huge role in outdoor learning at The Appleby Centre and the regeneration of the outdoor spaces, which includes landscaping, raised beds and exciting plans for a polytunnel. The benefits of outdoor learning cannot be underestimated for well-being, physical, sensory development and learning (e.g. science, design and technology, problem-solving, teamwork, social skills).

Rebound Therapy

In May, Francesca Gall (Therapy Assistant) completed HEADS Rebound Training to be a Rebound Instructor, adding capacity to the existing Rebound Service. Currently two trampolines are utilised on Mondays and Thursdays and one trampoline is utilised on Tuesdays and Wednesdays, which currently enables 24 children to have a session each week. The Rebound Team are continuing to evaluate the process from the point of referral to intervention, working with Phase Leaders with the aim of continual improvement. In July, children with physical disability will take part in Sports Day activities on the trampoline as part of their programme. The e-book recording system has proved so successful that the licence is being renewed for the coming year. The e-books record consent, moving and handling, goals and progress; Parents have fed back how much they

enjoyed seeing their child enjoy and benefit from Rebound Therapy.

Hydrotherapy

The therapies team continue in their efforts to give as many children as possible the opportunity to benefit from the pool. The 1:1 interactive sessions continue to be enjoyed and the children are responding positively to the sensory friendly environment. The pool is hired regularly by the local community and parents of Cleaswell Hill pupils.

Income generated currently stands at £10,045 for the 2023/24 school year.

Thanks to all the staff who make it possible.

Juliet Ruddick

School Links

School continues our outward facing approach. Great links with local and regional businesses are being created through our fundraising activities (see Fundraising Report).

Additional links, are outlined below

- Student placements: Sunderland University (PGCE), Newcastle University (PGCE), Northumbria University (B.Ed., PGCE), SaLT, Nursing
- Work Experience placements for pupils
- Local FE Colleges
- Chartered College of Teaching
- Thinking School Network
- The National College
- Sex Ed Forum
- Child Exploitation Online Protection (CEOP) (David Evans is an Ambassador)
- ARFID Champions Programme (NHS England)
- Newman Trust Holidays
- Federation of Special School Leaders (FLSE)
- Northumberland Mental Health Leads



- National Network of Special Schools
- Magic Breakfast
- Schools North East
- Essential Letters and Sounds
- Northumberland County Council (Lead SENCO)
- Great North Stronger Practice Hub



Diary Dates for Summer 2024

Value- Independence

Training Day	April 15
Governor Monitoring Visit – Extended Pathway	May 3
Governor Monitoring Visit -Core Pathway	May 7
Health & Wellbeing Challenge Week	May 7
Governor Meeting	May 10
Governor Monitoring Visit -Safeguarding/Equality Objectives (1)	May 15
Daleby House Residential Week	May 13-17
Commutted Hours 5/6	May 15
Non-uniform Day	May 24
Non-uniform Day	July 19

Half Term

Value- Respect

SIP Visit	June 4
Governor Monitoring Visit – Engagement/Engagement + Pathways	June 6
Governor Resource Management Committee Meeting	June 7
Governor Strategic Policy Committee Meeting	June 7
Great Big Green Week	June 10-14
Phase 6 Parents Information Evening - The Appleby Centre	June 10
Phonics Screening Tests	June 11
Relational Practice Launch	June 11
Governor Monitoring Visit -Safeguarding (2)	June 12
Summer Term Full Governing Body Meeting	June 25
Commutted Hours 6/6	June 26
Learning Outside the Classroom Week	July 1
Phonics Assessment Week	July 1
Platform One Performances	July 2, 9, 11
Parents Evenings	July 2,3
Prom	July 8
Sports Day/Summer Fair	July 11/15 (reserve)
Leavers Assembly	July 12

