

Local Authority School Improvement Partner Report 2024 - 2025

Cleaswell Hill			
Headteacher	M Jackson		
Chair of Governors	T Chrisp		
School Improvement Partner	L Watson		
Dates of meetings	Autumn:	Spring:	Summer:
Focus	15 th October 2024	x	x

Last Inspection: (month/year)											
Overall Effectiveness	<input type="radio"/>	Quality of Education	<input type="radio"/>	Behaviours and Attitudes	<input type="radio"/>	Personal Development	<input type="radio"/>	Leadership and Management	<input type="radio"/>	Early Years/Sixth form	<input type="radio"/>
Inspection AFI's											
<ul style="list-style-type: none"> • None: Outstanding in all areas with no action points. 											
Link to the school's Ofsted page: Cleaswell Hill School - Open - Find an Inspection Report - Ofsted											

The school currently regards its strengths to be:

- Curriculum development ensures that learning is tailored to meet the needs of all pupils and assessment of learning supports progress and attainment (Quality of Education).
- Exceptional outcomes for pupil's evidenced in the end of the summer terms data tracking. (Quality of Education)
- Leaders unerring focus on improvements within an ambitious 5-year strategy. Year 3 of the 5-Year Strategy includes a strong focus on key standards to further improve pupil's quality of life.
- Governor involvement and challenge which supports high standards. Governors carry out timely linked visits and reports to the full board inform areas for further development. Follow up actions are, comprehensively, reported to governors within the headteachers report.
- Succession planning and growing talent-Phase Leader developments.
- Innovative practice, particularly the development of the Engagement+ pathway.
- Attendance strategy which focuses on evaluating individual family circumstances which supports better outcomes.
- The increase in pupil numbers by 30 in September 2024 has been professionally managed and new pupils are thriving.
- Self-evaluation which forensically analyses standards in pursuit of specific, measurable, attainable, relevant and time managed targets.
- Relational practice strategy is impacting upon the consistency of approach for pupils who require a highly structured learning environment.
- The use of the Positive Behaviour Support (PBS) system is fully embedded and data is reliably informing next steps in support of pupil's sensory and emotional regulation.
- Autism Education Trust for partner schools and organisations.
- Fusion Training Hub established and interest from partner schools is increasing.
- School based therapeutic support has enabled staff to develop specialist skills, meeting pupil's needs more comprehensively. Progress and achievement are consequently outstanding at the end of the summer term 2024
- The School Improvement Partner (SIP) carried out a learning walk during the autumn term quality assurance visit and staff readily described therapy approaches which are now embedded in lesson delivery (fine motor skills, colourful semantics, writing frames, low stimulation, sign, symbol use, Picture Exchange Communication, strategies to support regulation). Staff talk readily regarding the difference school-based therapy is making to pupil outcomes and they feel highly supported in the implementation of specialist interventions. Leaders report that therapy provision is enabling pupils, with very severe and complex needs, to access learning. The therapy provision is an enhanced service in support of EHCP designated therapy provision.

- Exceptional SEND pedagogy through school supported by focused professional learning and development, including class-based metacognition action research.

The school currently regards the areas for development to be:

- Consideration of a Core + pathway for learners who require additional steps to learning within the Core pathway.
- Speech and Language Therapy support for pupils within the Formal learning pathway.
- Continued support for Phase leaders as part of a structured leadership programme.
- Review of the responsibilities of Phase leaders to consider if curriculum leadership could be enhanced further by allocating one Phase leader per curriculum strand.
- Evaluate use of space to accommodate further 'break out' room for pupils, optimising time, and resources in support of targeted interventions.
- Continue to support a systems leadership approach in support of other schools.
- Embed the personal development passports in support of visits out of school in pursuit of equality of opportunity.
- Develop the Fusion training programme.
- Update the school's accessibility plan to ensure it reflects new cohort needs.
- Review and update the school's web site.
- Implementation of Gestalt language processing model.
- Improve output for a cohort of pupils who require assistive technology and fine motor skill development.
- Forensically evaluate strengths and weaknesses within the PE and music curriculum to identify key areas of improvement.
- Articulate the hybrid therapy approach to all staff in school. Strengthen therapy outcomes by further refining the implementation of the therapy process within the context of the hybrid model.

	National 23- 24 (source: here)	Autumn	Spring	Summer
				 Northumberland EDUCATION <small>Delivering on behalf of</small>  Northumberland County Council

	Primary	Secondary	Special			
Current number on roll	275	1063	149	253	number	number
Overall attendance	94.5%	90.9%	87.0%	87.5%	%	%
% Persistent absentees	15.2%	26.7%	37.6%	16.6%	% (number)	% (number)
PP attendance	91.9%	85.4%	84.9%	88.2%	% (number)	% (number)
EHCP attendance	89.7%	83.0%	87.4%	87.5%	% (number)	% (number)
SEN Support attendance	92.5%	85.8%	68.9%	100%	% (number)	% (number)
% and number of EHCPs	3.0%	2.7%	99.2%	100%	% (number)	% (number)
% and number of SEND Support	14.1%	12.9%	0.7%	100%	% (number)	% (number)
% and number of FSM pupils	24.3%	24.1%	47.4%	52.5%	% (number)	% (number)

Length of the school week	30 hours 25 minutes	Guidance: Length of the school week - non-statutory guidance
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Reminders for the Headteacher
The SIP reminded the headteacher of the following statutory duties and recommendations:
<ul style="list-style-type: none"> • Have Governors read Keeping Children Safe in Education (updated September 2024)? Yes

- Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education \(updated September 2024\)](#)? Yes
- Are your objectives within the school accessibility plan challenging and reflective of the main accessibility challenges your school faces? Yes
- Are current equality objectives SMART? Yes
- Can all staff and governors articulate what the current equality objectives are and how close the school is to achieving them? Yes
- Is the school website compliant with the most recent statutory guidance? ([maintained schools](#)) ([academies/free schools](#)) Yes, and under review
- Has [Parent view feedback](#) been reviewed? Yes
- Are [Ofsted 'requested' documents \(paragraph 109\)](#) in place? Yes

Quality of Education

Staff continue to develop innovative initiatives to support pupil learning. In Phase 2, personalised provision has been further tailored for a cohort of pupils who find it difficult to stay on task. Classroom observations show that this new approach is meeting their needs effectively. One child is beginning to self-regulate and recorded incidents have decreased. As a result, all children in this cohort are spending more time in the classroom. The Phase Lead has provided written evidence outlining the intention and implementation of these changes and senior leaders are considering applying this approach to other classes.

The metacognitive, pedagogical approach is enhancing classroom performance. Teachers and Higher-Level Teaching Assistants (HLTAs) conduct classroom-based research to test various teaching and learning assumptions. Staff share their findings with the school community and this year's feedback included lecturers from Northumbria University. The University is eager to collaborate with Cleaswell Hill to develop best practices and publish results, which could benefit other schools and trainee teachers. Senior leaders have presented at a university conference on teaching and learning, an experience that has further refined their knowledge and influenced pedagogy at Cleaswell.

The new assessment system, aligned with the National Curriculum, has been reviewed positively by staff. Teachers and HLTAs record pupil attainment against a graded system, with clearly mapped steps of progress. The assessment lead performs regular moderation exercises to ensure reliable information

within a robust evaluation framework. Monitoring and moderation identify pupils at risk of underachievement and swift action is taken to keep their learning on track.

Against set assessment criteria:

- Maths: 86% met or exceeded expectations.
- English: 81% met or exceeded expectations.
- PLIMS targets: 74% met or exceeded across the school.
- MAPP target achievement: 71% met or exceeded across the school.

Teaching and learning continue to improve at Cleaswell. The Early Career Teacher (ECT) support program is well-resourced, with an exceptional lead teacher providing guidance. This support includes modelling best practices and partnering with ECTs to reflect on successes and areas for improvement. As a result, ECTs consistently deliver high-quality lessons at Cleaswell Hill School.

Reading for meaning is well-established at Cleaswell for formal learners who can decode text. Literacy is supported effectively through social stories, picture exchange processes, vocabulary building, and sign and symbol aids, use of assistive technology (i.e. reading pens) and software (e.g. Clicker) empowering pupils to become effective communicators.

The Essential Letters and Sounds (ELS) phonics scheme is well embedded, with staff demonstrating strong knowledge of the system, as observed during the SIPs learning walk. As a result, pupils make good progress from their starting points. Targeted intervention sessions support progress for pupils identified as at risk of underperformance in English. The phonics lead, who also serves as the regional trainer for ELS, ensures that implementation is of the highest quality. For instance, pupils struggling to blend sounds into words receive targeted interventions, leading to 92% of the cohort achieving expected outcomes in phonological awareness.

The maths lead has provided effective support in relation to maths lesson starters, maths main activities and challenge and mastery in maths. Further work on identifying maths related activities for the Engagement and Engagement + pupils is underway? The lead has a clear drive and ambition to ensure maths learning is aspirational, meets need and is clearly articulated across all phases in school. The enthusiasm is infectious and increasing numbers of staff seek advice to improve practice even further.

The curriculum is constantly reviewed to ensure it reflects learners' needs and includes themes that are inspirational to both teach and learn. Leaders believe that when teachers are motivated by topics of interest, they are more likely to deliver exceptional lessons.

Preparation for adulthood is a strong theme throughout the school as staff strive to provide opportunities for pupils to develop independence.

Emerging questions (please write as questions)

- Does the robust evaluation of need within the Core pathway clearly indicate that further small steps in learning are required for some pupils. (Core+ pathway)
- Following partnership working on assessment, has the assessment lead refined Cleaswell's processes further and if so, what is the impact?
- How has the maths intention developed in Engagement and Engagement + pathways?

Behaviours and Attitudes

The school uses the Positive Behaviour Support system of recording and reporting upon incidents of dysregulation. Information is reliable and analysis of data leads to targeted interventions. The analysis of data informs that physical interventions (PI) are decreasing over time with, in many cases, identifiable antecedents to dysregulation and deep analysis of how staff can support pupils further. The reduction in restricted physical intervention (RPI) for individuals who struggle to access any adult led activity is evidence of the school's impactful approach. The level of analysis, therapeutic input and ambition to meet the needs of highly complex pupils is exceptional.

The school fosters a warm, respectful and inclusive culture and Stakeholder feedback informs that pupils feel supported and their views (presentation of need) informs staff approaches within a highly 'relational' approach.

Clear, consistent expectations around behaviour are evident across all phases within Cleaswell. Pupils who show signs of sensory and or emotional dysregulation are guided to apply taught therapeutic approaches.

Within the context of their SEND diagnosis and presentation of need, pupils demonstrate exemplary behaviour, both in and out of classrooms, showing respect for each other, staff and the school environment.

Dysregulation, as a means of communicating distress, is part of the profile of needs of the complex learners at Cleaswell Hill. Effective strategies are in place for addressing any concerns swiftly and the new admissions in September have settled well and are responding to the school's approach to the management of emotional and sensory input, highly positively. This is attributed to the efforts, dedication and skilled staff in school who have worked tirelessly this half term in support of best outcomes.

Staff model positive behaviour and relationships, fostering a trusting environment where pupils feel safe to learn and express themselves as well as they are able. Communication is a key driver in all classes and alternative, augmentative communication systems are in evidence. The school's SaLT has invested in training on Gestalt language processing in support of ASD learners specifically. Work on this is part of a planned continued professional development (CPD) programme.

There is strong mutual respect between pupils and staff, contributing to a supportive, calm learning environment.

The school actively promotes diversity, equity, and inclusion, with policies and practices that support pupils of all backgrounds and abilities. Leaders are working to ensure Cleaswell is highly supportive of disadvantage with advice and guidance from a link governor with expertise in this area of need.

Commensurate to ability, pupils are encouraged to understand, respect, and celebrate differences, which is evident in their interactions and attitudes. Established pupils at Cleaswell have embraced new admission pupils and this has supported inclusion. During the SIP's learning walk there was strong evidence that the 30 new starters to school in September are thriving. One pupil, who could not remain in a classroom, is now accessing class-based learning increasingly more often.

The school has proactive approaches to mental health and well-being, ensuring pupils, wherever possible, feel emotionally supported and secure. The Mental Health lead is presently working as a senior leader for a set period. This is impacting upon the therapy team's level of collaboration. However, the school is in a strong position to support the wellbeing of pupils due to the embedded relational approaches.

Parents and carers are actively involved in supporting the school's behaviour expectations and there is strong communication between the school and families regarding pupil presentation of need.

Emerging questions (please write as questions)

- The feedback to staff on the analysis of RPI and PI was impactful in supporting effort and commitment to continue to apply key strategies in enable access to learning. Have parents been involved in the dissemination of information and if so, what is the feedback?
- Can key staff describe the approaches used in class and the impact of these?
- What evidence is there that the 'relational' approach has impact?

Personal Development

Cleaswell Hill provides a broad and balanced curriculum that emphasises key skills including independence, social communication, application of taught knowledge in functional situations and broad opportunities to develop cultural capital. The personal passports have been developed due to a successful grant application which enabled partnership work with the Tyne and Wear Museums service. The aim is to provide information on individuals' arrangements, key characteristics and aspects of their SEND presentation in support of access to a wider range of community-based activities.

The school explicitly teaches values such as respect, integrity, resilience and empathy, which are consistently modelled by staff and reinforced throughout the school day. Staff spend time with individual pupils to find out and support any perceived difficulties which facilitates access to learning.

The high levels of nurture and attention to pupils' individual needs promote moral and ethical understanding enabling pupils to develop confidence and resilience.

The school culture prioritises emotional health and wellbeing with initiatives that promote positive mental health practices influenced by the mental health lead who is a qualified play therapist. The lead works closely with the therapy team to identify and address needs within a holistic approach.

Social, Moral, Spiritual and Cultural development is embedded in the school's ethos, helping pupils, wherever possible to understand cultural diversity, social responsibilities, and ethical issues.

Health education, including physical health, nutrition, and personal hygiene, is part of the curriculum and school initiatives. The food and nutrition staff focus group are working to broaden pupils' diets, which is often a significant area of need for children with development difficulties. There is also an ongoing focus on the integration of mealtime management skills, independence in food preparation and healthy eating choices within the curriculum. The aim is to support social skills to enable pupils to access community/family events positively which families report will improve life at home. There is evidence that this initiative is supporting health and wellbeing, attention and concentration, and increased, appropriate access to the dining room at lunch time.

Individualised support plans identify areas for development linked to Education Health Care Plans (EHCP). Personal Learning Intention Maps (PLIMs) identify priority learning in the short term which link directly to EHCP long term targets. Personal development (PD) is a key feature of the PLIM target and assessment system as leaders recognise that positive regard, confidence, self-worth, perseverance and social skill development underpin key attitudes to learning.

Community involvement, including charity events, volunteering and partnerships, helps pupils connect with and contribute to their community to the best of their ability. Parents are supportive of the school and engage in events, sharing ideas which support pupils' personal development.

Emerging questions (please write as questions)

- What evidence is being collated to prove that personal passports are supporting equality of opportunity in relation to all pupils accessing cultural capital activities?

Leadership and Management

Phase leader development has impacted upon their ability to inspire teams they work with. A recent 'impact' session was highly productive as Phase leaders were able to clearly articulate the impact their leadership was having on phase development.

Impact included:

- Upskilling staff and modelling best practice
- Encouraging a reflective approach and lessons learned strategy
- Problem solving and a solution focused approach has built Phase staff confidence and this has led to them feeling valued
- Supported staff in sharing the school's vision and upholding clear values where children are paramount to any decisions in the classroom
- Building autonomy within teams
- Empowering colleagues to try new approaches and discuss results
- Teams report that their well-being is enhanced by the relational approaches Phase leads use with staff and pupils
- Supporting a positive school culture where mutual respect, loyalty to the school, dedication and well-being support staff to be the best they can be

Theoretical leadership training has supported all leaders in their understanding of leadership traits and behaviours. This has led to leaders being mindful of which approaches they utilise in support of best outcomes for staff and pupils. Leaders quote theorists in conversations and apply strategies which best suit situations to optimise outcomes.

Leaders continue to focus on developing teaching and learning in school and as a result this continues to improve. Most lessons observed during the learning walk were engaging, highly differentiated and demonstrated staffs' knowledge of the curriculum, understanding of pupil need and enthusiasm for the work undertaken. Staff were confident to discuss intended outcomes and pedagogical approaches to meet individual pupil's needs.

Early Career Teacher (ECT) support is well resourced and the Leads responsible provide in depth evaluation of classroom practice, often modelling best practice in partnership with the ECTs to develop a highly reflective analysis on what went well and what could improve. Consequently, lessons observed were engaging, well organised and clearly improved outcomes for pupils. This part of the SIPs visit was a highlight as leaders' commitment to ECTs is highly effective and will help sustain Cleaswell's outstanding provision in the longer term.

Safeguarding remains the highest priority in school. Additional key staff have received Designated Safeguarding Lead training (DSL) and this has increased staffs' availability for support. The Safeguarding and Child Protection policy has been updated to include amendments to reflect the Keeping Children Safe in Education document for September 2024. Governors and staff have been informed of changes to statutory guidance. School proactively supports a culture of vigilance.

Emerging questions (please write as questions)

- The impact of support for the identified staff who are receiving additional support to improve elements of their classroom practice?
- Following the collation of information from Phase leaders on the impact of the school's leadership initiative, have senior leaders identified next steps and potential outcomes?
- Is the school considering supervision sessions for DSLs and/or debriefing support following involvement in some safeguarding concerns? If so, how will this be managed?

Early Years

There has been a necessary focus on supporting new admissions to school. Children have settled relatively well, and all are making progress commensurate to their starting points.

The intake of children at Cleaswell are increasingly presenting with highly complex needs associated with; sensory and emotional regulation, learning difficulties, communication, sharing the focus of attention, listening and understanding key expectations of social engagement, restricted interest,

developmental delay and repetitive behaviours. Staff have worked relentlessly to provide a curriculum which meets needs and this is under regular scrutiny to ensure children have motivational opportunities to learn.

Within a short space of time, staff have developed an understanding of Phase 1 children's strengths and weaknesses and have tailored the learning environment accordingly. An observed activity during the SIPs learning walk was testament to how staff understand children's starting points, could describe progress and the aspirational priorities for the remainder of term.

The Phase lead is involved in a regional support network and her work as a systems leader is impacting upon Cleaswell's pedagogy for the youngest pupils in school. New ideas are discussed and piloted accordingly.

Every child has a tailored Personalised Learning Intention Map with clear, achievable targets based on their unique strengths, needs and development goals. Targets are clearly linked to each child's EHCP. Regular and timely reviews of each child's priorities ensure progress is on track, targets remain relevant and necessary adjustments are made to ensure expected outcomes are achievable.

The Cherry Garden assessment system is embedded and identifies key steps in a highly structured approach.

Teachers and support staff are well-trained in SEND-specific strategies, interventions and assistive technologies. Support from the therapy team has been invaluable in identifying need and advising on strategies to support.

Continuous professional development keeps staff up to date on the latest SEND and Early Years Foundation Stage practices which can be utilised and or adapted to meet needs; including communication techniques, behaviour support, sensory and emotional needs.

A range of communication methods is in place, such as Picture Exchange Communication System (PECS), Makaton and assistive visual communication to support diverse communication needs. The ethos within Phase 1 is evident within a low stimulation environment where visual prompts and communication systems support the complexity of children's needs.

The physical environment is tailored to SEND children as there is access to break out spaces, sensory rooms, calm zones, outdoor spaces and accessible resources that promote a safe, comfortable, and engaging learning space.

Emerging questions (please write as questions

- What is the progress of the new intake this autumn term?
- What is the impact of school-based therapy in Phase 1?

Sixth Form

An effective careers and guidance program exposes students to post-school options, including social care, further education and vocational activities. There are no students 'Not in Education, Employment or Training' (NEET) from the summer term.

Students who joined sixth form in September are thriving and relishing the additional responsibilities associated with learning within the community.

The Phase 6 lead has ambitious plans to further develop opportunities within the Preparation for Adulthood framework and Gatsby benchmarks.

Financial literacy, work experience placements and practical life skills are integrated into the curriculum to prepare students for adult life.

A GCSE science lesson was observed as exceptional as students were able to recall past learning, name complex scientific processes, use key vocabulary and record findings effectively. TAs were clearly briefed on lesson outcomes and their support scaffolded learning for students who needed additional help. The teacher showed detailed planning with clearly differentiated outcomes and described how prompt charts supported additional learning opportunities in school and at home. Students are on track to achieve expected grades.

An Entry Level Certificate science lesson on identifying risks within the home, was clearly linked to accreditation and students answered key questions with confidence.

Support is planned to build further challenge for some students as part of the school's continuous drive to optimise learning.

Emerging questions (please write as questions)

- How has the support to optimise learning for students impacted upon outcomes?

TO BE COMPLETED BY THE HEADTEACHER

Other information to note/feedback

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Requests to the LA for further support

Delivering on behalf of



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