



Cleaswell Hill School

Headteacher's Report to Governors

*Inspire the child,
Discover your future,
Empower the community.*

Cleaswell Hill School
School Avenue
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Introduction

'I love it when a plan comes together' Colonel 'Hannibal' John Smith



Are we there yet?

Not quite, but in the terms of the five-year plan we're about halfway there; if we were on a car journey from London to Guidepost, we'd be somewhere near Doncaster by now.

During the 1990's, I spent much of my time working in schools across London – areas where it would be fair to say gentrification had yet to set in. As a newly qualified teacher the learning curve was pretty steep. On one particular trip to see my North East based parents, I set off from London quite late in an attempt to avoid the traffic. About halfway through the journey, feeling drowsy, I decided to stop off for a coffee at Ferrybridge services near Doncaster.

While nursing my cup of evil smelling 'coffee', I looked up at the person occupying the table next to mine. Donning a Mohawk hairstyle, a cut off denim jacket and a few kilogrammes of gold jewellery it was no other than Mr T, B.A. Baracus, who looked up and gave me a scowl. I spent the rest of the journey thinking I must have either have been hallucinating or had seen a look alike. However, a few days later whilst watching 'Look North', Mike Neville introduced a segment on a pantomime in the Northeast featuring none other than Mr T!

At the last Governors meeting, I focused on exploring the possibility of forming a Multi Academy Trust with a couple of local primary schools. However, just before this decision was to be made 'official', something unexpected happened (think Mr T at Ferrybridge Services) that led to a complete U turn... I won't go into the details here, but, once the dust had settled it became clear that we shouldn't commit to joining an Academy Trust at this stage.

Luckily the tenuous link to the A Team doesn't stop there. The A Team was a band of misfits whose mission was to fight for the greater good using sometimes unconventional approaches. I sometimes refer to the team at Cleaswell as a big dysfunctional family that somehow works. We may not have the greatest accolades or number of letters after our names, but you'd be hard pressed to find a more dedicated and effective staff team.

As headteacher, my role is to build the best team possible with the resources we have. This is a continually evolving process, with talent spotting and succession planning always at the forefront of my mind. When you read through the report, you will see how successful our A Team have been in having a positive impact on the lives of the children and young people in our care.

No doubt there will be other unpredictable events as we navigate through the next two and a half years of the plan - some will be challenging and some may be a pleasant surprise. Who knows some could possibly provide the focus for the Headteachers report in thirty years time!

Mike Jackson, November 2024



Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2024-25 are:

Quality of Education

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

Continued investment in professional development and learning advances staff skills, promoting outstanding pedagogy and learning.

Behaviour and Attitudes

A school culture of consistent, positive adult behaviour creates safety for learners through a shared understanding of relational approaches.



Personal Development

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

New and enriching learning experiences across school provision result from the implementation of the Enrichment Passport Programme

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 areas for development.

School Improvement Partner (SIP)

Lynn Watson visited school on 15th October; her SIP report is included in your pack.

In addition, Lynn has also worked with Mike on Year Three of the Five Year Plan and reviewed last years progress through the plan. Lynn has also worked with our senior leaders on school development priorities for the year.

Section 2 - Curriculum

Curriculum

Our curriculum aims to improve the life chances and opportunities of our students. It is designed to match the aspirations of our community, both engendering in our pupils a love of learning and the process of learning and giving all learners a transformative experience through a broad and knowledge-rich curriculum. This ties closely into our mission statement-

Inspire the child

Discover the future

Empower the community

When it comes to ensuring our students are successful, we believe that it's the curriculum that matters most – what pupils actually learn which will help them have successful and fulfilling lives. Our rigorous and challenging curriculum defines the purpose of our school and the journey we want our pupils to take.

Our curriculum allows students to acquire knowledge that supports development and also takes them beyond their experience and knowledge which may not be accessible outside of school. We believe that this knowledge empowers: it gives students the confidence to learn more, think both critically and creatively, and to be able to participate in society. Powerful knowledge is a question of social justice: children need this knowledge to understand and interpret the world. It ensures our pupils can 'hold their own' and be successful when they leave Cleaswell Hill.

We want our students to be excited about what they have learned and to leave them wanting to know more. Our curriculum is designed to foster curiosity, so that our pupils identify the knowledge that they acquire not merely as a means to an end,

but as a source of interest and enjoyment in itself.

At Cleaswell Hill, we believe that the knowledge imparted by our ambitious curriculum is the entitlement of all pupils who attend our school. We include the more difficult content of some subjects for pupils because we know that this would be doing our learners a disservice and refusing them their entitlement to knowledge if we did not.

Acquiring knowledge is worthwhile in itself, because it gives all of our pupils a rich and detailed understanding of the world and our placings in it and the opportunity to develop a passion for learning. We ensure that our learners are exposed to, and know for themselves, the best of what has been thought and said, so that they are able to enjoy, participate and thrive in their lives.

We are rightly proud of our pupils and their outstanding learning outcomes year after year. We know that qualifications are milestones on the journey for some of our learners. Exams exist in service to our curriculum and not the other way round; exams check understanding of a small sample of our curriculum. Our curriculum leads to our pupils' excellent outcomes because these outcomes reflect our pupils' knowledge and what our pupils have learned.

Our curriculum is underpinned by the following principles in order to achieve excellence:

- Personalised
- Knowledge-rich
- Thoughtfully sequenced
- Increasing in depth and complexity
- Exciting, rigorous and challenging
- Consolidation through frequent and systematic review

Achieving Exceptional Practice

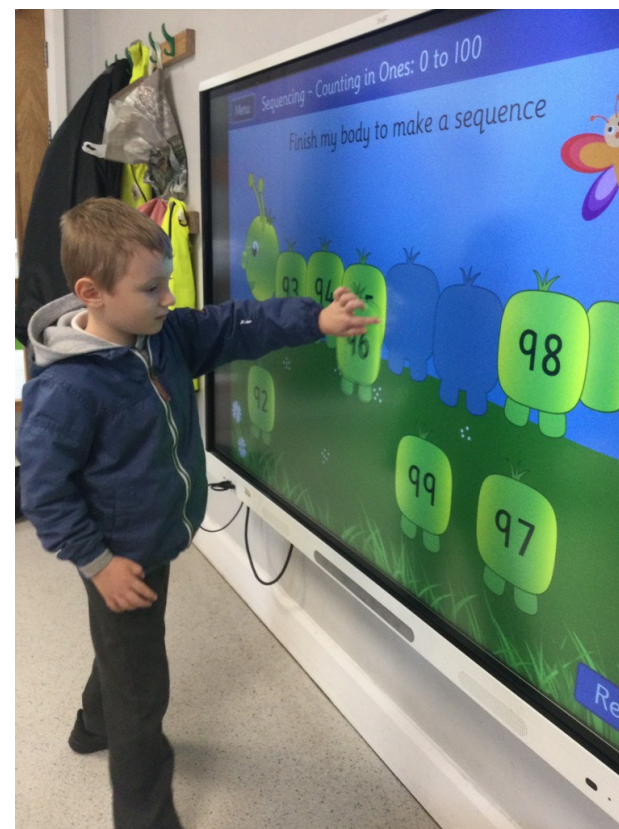
How does the Cleaswell Hill Curriculum achieve excellence?

We aim for excellence in all we do, every day. Within our school and wider community, we live excellence by striving to be the best version of ourselves, better today than we were yesterday.

To achieve excellence, an individual needs to securely grasp knowledge that they

can independently apply through skills that are specific. To achieve excellence is to reach a high level of proficiency that allows for fluency. At Cleaswell Hill, we aim for each pupil to achieve excellence within all of the personalised targets and subjects they study.

The curriculum is methodically sequenced to ensure knowledge and skills build in a logical order. This enables strong foundations for knowledge to continually build, increasing in depth and complexity.



The curriculum provides clarity for progression. Teachers understand the learning journey students need to follow in order to achieve excellence – within a lesson, cycle of learning, across key stages and beyond the school. As a result, pupils learn more, remember more and are able to do more.

The curriculum allows for frequent and systematic reviews of student learning. Formative and summative assessments are mapped within the curriculum to provide teachers with regular opportunities to assess progress and understanding, and ad-

dress misconceptions and errors through feedback, re-teaching and intervention.

A Subject Leader's role is to analyse, build and cultivate a curriculum subject area. Together we continue to evaluate and review the subject curriculum through various lines of enquiry.

There is some exceptional subject content on offer for pupils. Our curriculum grows organically drawing on external evidence-based resources, including the National Curriculum, and we continue to shape it to so that pupils build a thirst for learning and receive the most powerful knowledge we can give them.

It is also important that we make time to share and celebrate it.

Our subject 'shop window' meets DfE statutory requirements, with annual content for every subject being available, however, are we missing potential opportunities provided by the website to promote, inspire and invite curiosity, as well as boosting subject leads' ability to make an impact on learning?

Subject leads are currently considering what a successful subject would publish on the website and will be working on the addition of vibrant invitations to engagement and learning in the subject area which can be uploaded and shared.

Karyn McMahon

Assessment

During the 23-24 academic year, we implemented our new assessment system and methodology designed to streamline our assessment processes and provide meaningful data with no less rigour. As planned, the new implementation put less demand on class leads and enabled them to utilise and analyse assessment data more effectively. Students were closely monitored to help identify and correct misunderstandings and gaps in learning. There was a noted increase in efficiency for interventions and therapeutic input to be triggered as and when required. Our class leads were given the opportunity to plan, design and resource outstanding lessons, providing an increase in creativity, enthusiasm and engagement for all of our learners. We hoped our teachers would flourish... they did.



(Maths lesson with colours, shapes & broccoli)



(Science lesson about animals and their habitats)

Our assessment over the past academic year removed extensive input into a computer-based system and focussed on the use of book inserts to track student progress, which would reflect the work within their exercise books. This data was then input

onto a progress report and analysed to help form the learning and next steps down to the individual level. We have always strived for the best possible outcomes for all of our students - our new methodology supports and promotes this.

"The NEU is calling for an assessment system that places less burden on students and educators and gives education staff the time to do what they do best; teach."

(National Education Union, 2024)

Key Stage 1 - ICT / Computing							
Core Curriculum							
C1 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions							
Not Met	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Mastering
C2 - Create and debug simple programs							
Not Met	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Mastering
C3 - Use logical reasoning to predict the behaviour of simple programs							
Not Met	Emerging 1	Emerging 2	Developing 1	Developing 2	Secure 1	Secure 2	Mastering

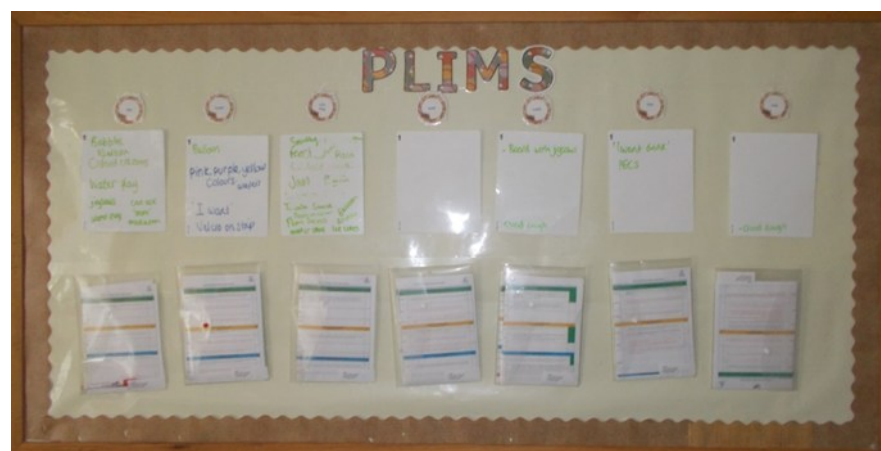
(Assessment insert for computing)

Our new progress reports allow for a simplified and streamlined input against subject specific criteria meaning data is easier to analyse than previously. This analysis has proven to be vital for enhancing educational outcomes for all of our learners, identifying the areas where students may need additional support, tailoring instruction to meet diverse learning needs, and improving overall teaching strategies. Additionally, improved data analysis aids in evaluating the effectiveness of our curriculum offer, ensuring we 'get it right'.

We continue to use Personalised Learning Intention Maps (PLIMs) to support all learners towards their key stage, long term targets set out in all EHCPs. Close collaboration with parents & carers ensures that our targets are SMART and meaningful to all learners. Shorter term targets are set at the beginning of each term and evaluated to monitor scaffolded progress towards their long-term outcomes.

PLIM Targets (EHCP)

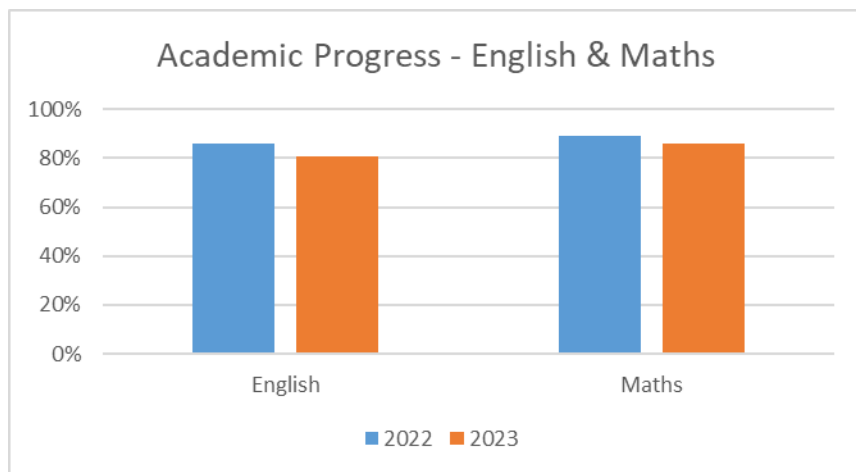
- The percentage of PLIM targets met across the past academic year was 74% in comparison to the 2022 – 2023 academic year (73%).
- The foundation stage (pre-key stage) demonstrated the largest proportion of targets met across the academic year at 85%.
- 82% of students achieved their Communication and Interaction target this year – the largest proportion across all areas, demonstrating the importance and impact of our in-house SaLT team.
- 67% of students met their Preparation for Adulthood target this year – the lowest across the five areas. Staff are scrutinising data carefully for information.



(Live PLIMs documentation in Phase 1)

Academic Targets - English and maths

A greater proportion of maths targets (86%) were met or surpassed in comparison to English targets (81%) – A slight decrease in comparison to our previous year of 89% and 86% respectively.



Moderation sessions for core subjects have been scheduled with subject leads overseeing the curriculum and offering further support during regular team teach sessions.

Qualifications

In the summer term 2024 the following qualifications were achieved:

- 13 students gained their AQA Maths qualification at Entry Level
- 4 students gained their AQA Science qualification at Entry Level
- 8 students gained their GCSE Maths qualification
- 1 students gained their GCSE English Literature qualification
- 8 students gained their GCSE English Language qualification
- 3 students gained their GCSE Biology qualification
- 17 students gained their AQA Step Up to English qualification at Entry Levels 1 - 3
- 1 student gained their Functional Skills English at Entry Level 2
- 2 students gained their Functional Skills English at Entry Level 3
- 3 students gained their Essential Digital Skills qualification
- 4 students gained their BTEC Performing Arts qualification.

Mapping and Assessing Personal Progress (MAPP)

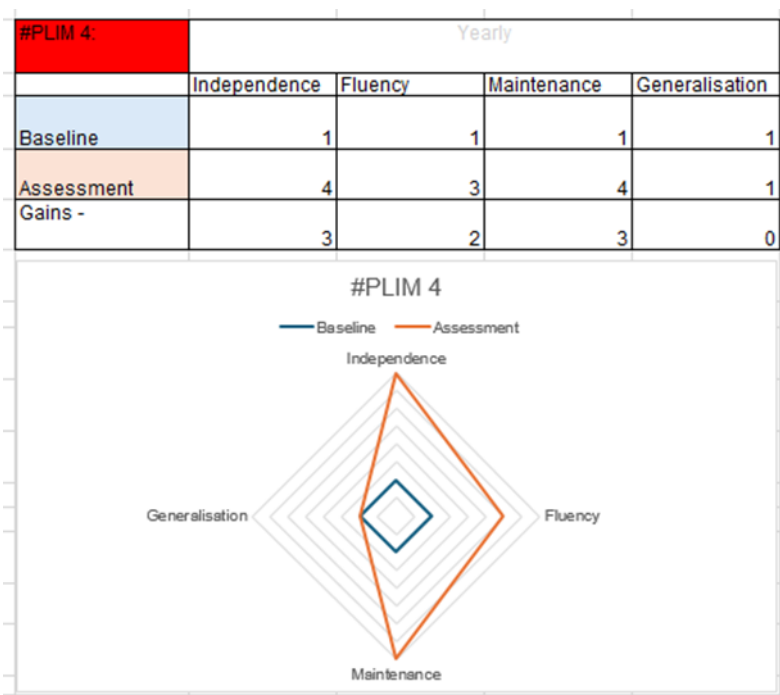
- Work and assessment towards our Engagement Model has begun and is currently being trialled by two class leads.
- 71% of all MAPP targets were met across all pupils within the engagement pathway.
- An average of 75% of cognition & learning targets were met or surpassed by students in the Engagement Pathway this academic year.

Cherry Garden

- All students access Cherry Garden – moving to MAPP assessment after progress begins to plateau.
- 66% of academic targets have been met or surpassed over past academic year for our phase one learners.
- 64% of phase one learners are currently accessing discrete phonics lessons through ELS.

Next Steps

- Moving forward this academic year, we are trialling our new Engagement trackers and monitoring system. Our new approach is designed to inform the learning within the classroom with greater efficiency and accuracy based on the use of radar charts to demonstrate growth across the four MAPP areas.
- Because of these radar charts, PLIM targets can be very carefully tailored to meet the exact needs of individual students with an increased focus on areas of noted weakness whilst maintaining and progressing particular areas of strength.
- Qualifications, qualification trackers and how we report back to parents will also be under scrutiny as we look towards an adaptable assessment system which flows seamlessly across whole school.



(MAPP areas assessed through radar charts)
David Evans

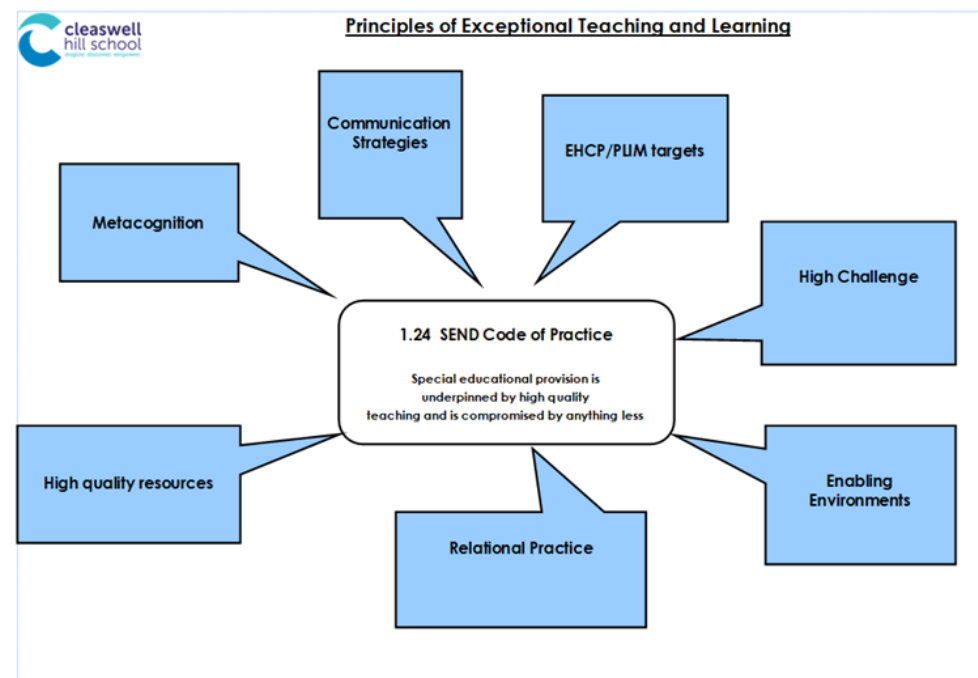
Professional Learning and Development

High-quality teaching for pupils is our most effective tool to ensure that every learner can access the curriculum.

School Leaders know what exceptional teaching and learning looks like and how to support the professional learning and development of teachers. We have noted in previous Head teacher reports that teaching is not easy, it is technically very difficult.

At Cleaswell Hill we have teachers and class leads at different stages of their career, some novice and some expert, and, at times, all of us are somewhere in between.

To provide timely and appropriate professional development activities is a challenging task. We have identified the **principles of exceptional SEND pedagogy**



Exceptional SEND Pedagogy

Area of Learning	Awareness/Procedural knowledge	Deliberate Expertise/Adaptive Practice
Metacognition	Powerful pedagogic evidence-based strategies to support the teaching of learning and best outcomes (TS2, 5) Cognition: Rosenshine's Principles; Vygotsky-ZPD/MKD; Dunlosky; Executive Functions; Pupil Agency; Active Learning; Hattie/ Yates- Visible Learning & the science of how we learn; Habits of Mind; EEF Effective teaching; pupil agency- giving learners a voice and choice in how they learn	Analytical understanding of how children learn and core features of successful, research-informed classroom practice. Building on previous learning, retrieval practice and scaffolding of new learning. Teachers' Think Aloud/ modelling. Independent learners (TS2, 3) Use of Visual Thinking Frames, particularly infusion tools across subjects Teachers as Researchers. Annual Class-Based Action Research Projects focusing on how children learn best. Sharing impact Analysis of assessment data shows improved outcomes for learners as a result of effective teaching
Communication Strategies	Gaining phonological awareness and understanding its importance and reliability in predicting reading ability. How to teach phonics (TS3) Aware of the 5 levels of phonological awareness from simplest to most complex in the teaching of reading Gestalt Language Processing Launching into communication SCERTS principles	Staff skilled to deliver Essential Letters and Sounds Phonics Scheme Reading Spine Launch pad to literacy Use of visual strategies; colourful semantics, Universal Core and Ringe Boards available in classrooms, PECS VOCAs Blanks Questioning Social Communication, Emotional Regulation (SCERTS)
EHCP/PUM targets	Statutory document describing SEN and the outcomes that the learner would like to achieve and the provision required to meet these needs. Familiar with Children & Families Act 2014 Council for Disabled Children- good practice documents	Write quality targets in collaboration -Long term, Short Term (annual) and termly (TS1, 5) Referenced in planning (TS4.5) Available in classrooms- active use Progress monitored
High Challenge	Teachers expertise of understanding learners context and SEND pedagogy (TS3, 5) Emphasis on strengths and providing supports and opportunities to help achieve goals and transition to adulthood National initiatives- Character Education; Cultural Capital; Modern Britain; SMSC Familiar with ED Hirsch's concept of cultural literacy. Understand the creative, inclusive, connected curriculum offer for Engagement, Core, Extended Pathway	Assessment of /for Learning (TS6) Learning Outcomes and Success Criteria clear (TS2) Effective feedback and marking (TS2.6) Teachers knowledge of pupils context and SEND to focus curriculum planning on the knowledge, understanding, skills and attributes needed to succeed in life (TS1) Personal Development framework/Enrichment Passports provide a dynamic concept based on developing individual talents, skills and potential to develop competencies, values and connections needed for a successful life Creative, inclusive lesson planning (TS4) Effective use of Teaching Assistants (TS8)
Enabling Environments	Learners are safe (TS1.5.7) Understand what an enabling learning environment looks like for learners according to need SPELL Framework Awareness of intersectionality and role as an ally	Safe and secure spaces Movement and action built in to lessons to support need Desirable, predictable routines Diversity, equality and inclusion considered in planning across all subjects
Relational Practice	Relational Practice (TS1.7) Attachment and Trauma research-informed approaches eg. RACE (Playfulness, Acceptance, Curiosity, Empathy); 6 Principles of Nurture; NAPPI CAP's/RA's; Engagement Model; Character education Pupil Profiles Enabling Environments; SEMH interventions; Graduated approach to MHWB	Teachers are outstanding Transactional Support (SCERTS) able to flexibly call on a depth of relevant, informed understanding and skills to work positively alongside children Opening opportunities for lifelong passions, learning and growth Learning readiness Irresistible invitations for learning Green Scale motivators NAPPI training levels 1/2/3 Consistent Approach Plans Analysis of PBS data
High quality resources	Understand that effective educational resources make positive connections with learners' knowledge, experience and identity (TS4)	"Beautiful" resources that allow learners to become immersed in learning Pupil agency-learning through activities that are meaningful and relevant, driven by their interests and, where appropriate, self initiated with teacher guidance. Low level activities eg. word searches, are rarely used without adaptation or purpose

and have devised a **professional development and learning programme** for this academic year, which we expect will evolve and emerge as the year progresses:



Professional Development and Learning programme 2024-2025

Intent		Implementation	Impact
Metacognition	Teachers/HLTA's	<ul style="list-style-type: none"> > A series of workshops over 2024-25 with Northumbria University > Reflective interviews > Appraisal target 	<ul style="list-style-type: none"> > Phase Leads support teams and collate impact statements to be shared
Communication Strategies	All staff	<ul style="list-style-type: none"> > Gestalt training > Core/Ringe communication boards > Launching into communication > Written output 	<ul style="list-style-type: none"> > Deliberate use of strategies evident across school
EHCP/PLIM targets	HLTA's/ECT's Engagement staff	<ul style="list-style-type: none"> > Understanding statutory responsibilities- In SEND Code of Practice, Children and families Act > Equalities Act > Trial assessment of Engagement Profiles and capturing PLIM targets 	<ul style="list-style-type: none"> > Increased understanding and confidence > Assessment supports teaching and learning
High Challenge	Teachers/HLTA's All staff	<ul style="list-style-type: none"> > Inspiring teachers to be exceptional practitioners > Professional conversations, webinars, podcasts > Curriculum conversations facilitated including securing inclusive practice > School review of values > Personal Development- Pupil Passports 	<ul style="list-style-type: none"> > Confidence and expertise developed
Enabling environments	All staff	<ul style="list-style-type: none"> > SPELL framework > Meeting pupil need- ADHD, health, SENH > AET > Intersectionality- allies 	<ul style="list-style-type: none"> > Safe learners, regulated and ready to learn
Relational practice	All staff	<ul style="list-style-type: none"> > Toolkit > Language for Behaviour/Thinking 	<ul style="list-style-type: none"> > Embedded Cleaswell Code > Use of toolkits evident > Reduction in PBS incidents > Effective use of grids for analysis
High Quality Resources	Teachers/HLTA's	<ul style="list-style-type: none"> > Immersive learning and pupil agency 	
Developing and sustaining systems leadership	SLT Teachers/HLTA's	<ul style="list-style-type: none"> > Fusion Learning Hub > HLTA programme > AET > Stronger Practice Hub > ECT programme > Supporting professional training and qualifications 	

Safeguarding- separate training programme

Universal Services passport SEND CPD?

NASEN online units (NASEN 2024****)

Hamilton Brooks 9/9 Oxford Brooks Uni- using podcasts to advance skills and careers as teachers

National Professional Qualifications (NPQ)

School continues to use NPQ's as an evidence-based training programme to further develop experienced staff in their expertise of SEND leadership. There are currently 4 members of staff who are completing a professional qualification. 2 members of staff are now trained to facilitate NPQ qualifications through The Ambition Institute as part of the 3 Rivers Teaching School Hub.

Higher Level Teaching Assistants

As well as current HLTA's, we have an extensive training programme of TA's working with the University of Northumbria to upskill themselves and their practice. There are 2 TA's scheduled to complete this term an HLTA qualification a further 4 TA's scheduled to complete their training next term.

All staff with HLTA status have connected with an in-house Mentor, who is an experienced classroom practitioner. As part of this role, Mentors meet with the mentees on a half termly basis. This time is used to discuss professional standards, development needs, opportunities and wellbeing.

HLTA's also have the opportunity to access training alongside Early Career Teachers (ECT's) as part of a programme devised by school leaders.

Bitesize sessions continue to offer agile, targeted opportunities for T.A.s to access digestible chunks of information in short, focussed bursts. These areas are identified by them, or from observations and discussions, as a gap in knowledge, and also to enable colleagues to respond to new learning priorities and changes in the educational landscape. These are offered during the working day, improving attendance.

Karyn McMahon, Emma Dunn

Targeted Support Autumn 2024 – Academic interventions

During the summer term we successfully delivered 6 different academic interventions, offering 12 places to a total of 9 pupils. These interventions were delivered via our in house 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 summer term, 100% of children made progress using the ELS phonics tracker data and in school assessment data.

Throughout this term, we are successfully delivering 6 academic interventions, over and above the excellent provision already available at Cleaswell. These interven-



tions are to be delivered via our ELS/intervention teaching assistant. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are pleased to be offering 24 intervention places this term to 14 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, staff have performed a deep dive into why and decided if an intervention is needed and in which area of the curriculum. I have then had discussions with staff and identified which intervention the child needs and a place has been allocated accordingly.

Helen Moulton

Phonics - Staff CPD

I continue to deliver phonics sessions 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 programme and ELS spelling programme throughout the week including assessment, delivery and reading books.

We currently have 2 new ECTs who teach phonics and 2 new members of teaching staff who are new to phonics teaching. During the summer term, I worked alongside two of the existing members of teaching staff to model phonics sessions and support their professional development. During this term, I am modelling phonics teaching to all of these members of staff on a weekly basis.

Phase 1 of the ELS programme has been launched in school (September 2024) within phase 1. Staff from this phase completed training during the Summer term and are now implementing the Phase 1 ELS programme within the classroom for children who are ready to attend this learning.

The ELS phonics spelling programme has continued this term. Following the summer phonics assessment, a further 13 children have begun the spelling programme, bringing to the total to 36 children in school accessing ELS spelling.

Spelling for KS2 is being released during the Autumn term, this is going to be a focus for training and implementation throughout the academic year for children who would benefit from the programme and complete the year 2 spelling programme.

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 56 children who were accessing phonics daily, 100% children made progress in GPCs and in blending.

Currently 60 children in school are accessing the ELS phonics programme and 36 the ELS spelling programme.

Helen Moulton

Section 3- Staffing and Finance

Pupil Statistics

	F	M	Total		F	M	Total
Year R	1	2	3	Engagement - Dove	1	3	4
Year 1	2	4	6	Engagement - Starling	0	7	7
Year 2	2	5	7	Phase 1 - Blossom	1	6	7
Year 3	6	11	17	Phase 1 - Juniper	2	7	9
Year 4	5	15	20	Phase 1 - Oak	2	3	5
Year 5	6	11	17	Phase 1 - Willow	4	3	7
Year 6	6	17	23	Phase 2 - Coquet	0	6	6
Year 7	10	31	41	Phase 2 - Rede	3	6	9
Year 8	7	22	29	Phase 2 - Tweed	4	8	12
Year 9	4	27	31	Phase 2 - Tyne	5	5	10
Year 10	9	18	27	Phase 2 - Wansbeck	3	4	7
Year 11	2	14	16	Phase 3 - Belsay	4	8	12
Year 12	6	6	12	Phase 3 - Cragside	2	10	12
Year 13	1	1	2	Phase 3 - Lindisfarne	3	9	12
Total	67	184	251	Phase 3 - Warkworth	3	7	10
Report Produced 07.11.24				Phase 4 - Deer	0	13	13
				Phase 4 - Fox	2	9	11
				Phase 4 - Otter	5	9	14
				Phase 4 - Red Squirrel	3	7	10
				Phase 5 - Alnmouth	1	9	10
				Phase 5 - Amble	7	3	10
				Phase 5 - Beadnell	3	5	8
				Phase 5 - Boulmer	1	6	7
				Phase 5AC - Montane	2	12	14
				Phase 5AC - Phoenix	4	12	16
				Phase 5AC - Riverside	2	7	9
				Total	67	184	251

Staffing

During the autumn term, we have employed 11 new members of staff, plus 1 casual contract.

We currently have 157 staffing contracts, 2 of which are fixed term.



Staff absence for the autumn term, up to 7th November, was as follows:

- Class leads - 12 days
- Support Staff – 299 days

Covering staff absence is difficult and we have had to rely on supply agencies. The use of supply staff is inconsistent and not entirely feasible within our setting. Additionally, the cost of supply is not sustainable and we are currently building up a bank of casual staff which we can call upon.

Julie Brown

Budget Overview

The 2024-2025 pay award for support staff employed under the NJC Green Book was agreed on 22nd October 2024. The pay award features an increase of a flat rate of £1,290 per annum (pro-rata'd for term time only and part time employees) for all NJC pay points 2-43 and an increase of 2.5% on pay points 44 and above. Additional allowances will also be increased by 2.5% for support staff members. This pay award equates to a 2.5%-5.7% pay rise for support staff and will be backdated to 1st April 2024.

The 2024-2025 pay award for teachers includes a pay increase of 5.5% added to all pay scales and allowances (including SEN and TLR payments) with effect from 1st September 2024.

The annual teacher appraisal process is now complete and the pay progression applications for teacher pay scale changes have been submitted to payroll.

As a result of careful, conservative spending, increased income generation and the additional Government pay award grant towards the teacher and support staff pay awards, the school is now in a more stable financial position for the 2024-2025 and 2025-2026 financial years.

The indicative budget for the remainder of this financial year will be set with Northumberland County Council on Monday 18th November 2024 at Cleaswell Hill School.

A recent school report summary and budget summary sheet have been circulated with the additional papers for the autumn 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.



Our health and wellbeing week from the 7th – 10th May was a phenomenal success; £1,108.03 was raised in aid of Cleaswell Hill Foundation towards health and wellbeing resources, equipment and experiences. Cleaswell Hill School staff and students 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 evenings and supporting Cleaswell Hill School for many years, Caroline Taylor hosted a coffee morning for the local community and kindly raised £520.20 in aid of Cleaswell Hill Foundation towards performing arts resources, experiences and equipment. Oak Class raised £42.63 for Cleaswell Hill Foundation as a result of a bake sale and our Easter non-uniform day generated £5.00 in aid of Cleaswell Hill Foundation this month. We were delighted to receive a donation of £210 from Magic Breakfast (registered charity number 1102510) towards microwaves for classrooms due to a successful grant application during the month of May.

Starling Class hosted a bake sale on the 11th of June in aid of Cleaswell Hill Foundation and raised £139.56 towards exciting new toys and resources. Richy and Claire from Coast Radio and Jim from The Forresters Arms hosted an extended pathway assembly at Cleaswell Hill School on 21st June; Jim kindly presented Cleaswell Hill Foundation with £120 generously donated by the local community. Members of Guide Post Allotments also thoughtfully donated £200 to Cleaswell Hill Foundation during the month of June.

On the 5th of July, members of Morpeth Inner Wheel visited Cleaswell Hill School and kindly donated £800.00 to Cleaswell Hill Foundation. On the 7th of July, brave members of #TeamCleaswellHill completed the Great North 10k in aid of Cleaswell Hill Foundation and raised a phenomenal £1,212.15. Unfortunately, the summer sports day and fundraising event scheduled for the 11th of July was cancelled due to adverse weather conditions. The Scholastic book fair visited Cleaswell Hill School main site and The Appleby Centre from the 1st – 12th July and provided lots of lovely new books for our school library. We were delighted to receive a visit from Northumbria Police on the 15th of July to formally present a specialist 'sand shed'. The 'sand shed' is situated within our redeveloped Phase One yard, designed to enable pupils to access the outdoors in all weather. The summer performances of 'Mamma Mia Rocks' on the 9th, 11th and 15th of July at East Bedlington Community Centre/Platform 1 were fantastic and raised £1,682.72 in aid of Cleaswell Hill Foundation to be utilised towards drama resources, experiences and equipment. £30.20 was raised by Cleaswell Hill School pupils as a result of a bake sale in aid of Marie Curie (registered charity number 207994) during the month of July. Cleaswell Hill Foundation was thrilled to receive a donation of £150 from Bedlington Freemasons and donations of £500 towards minibus driver training and £255 towards maps, compasses and rucksack liners as a result of a successful grant application to the Duke of Edinburgh Award this month.



During the month of August, we were delighted to receive £5,000 from Northumberland County Council Community Chest towards new laptops as a result of a successful grant application.

#TeamCleaswellHill member Neil Oliver admirably completed the Great North Run on the 8th of September and raised an outstanding £730.52 in aid of Cleaswell Hill Foundation. Our staff coffee and cakes morning on the 27th of September in aid of Macmillan Cancer Support (registered charity number 261017) raised £38.20. Cleaswell Hill gratefully received £102.48 of sanitary products from PHS via The Department for Education as a result of a successful application. Cleaswell Hill Foundation is delighted to be participating in Asda and Parentkind's 'Cashpot for Schools' programme from the 2nd of September - 30th of November 2024.



Diane Grandini and Lauren Caisley attended a 'gift aid' masterclass on the 22nd of October; the Foundation claims gift aid on eligible donations annually. Magic Breakfast completed their monitoring visit on the 23rd of October and provided excellent feedback. Cleaswell Hill Foundation continues to provide the butter and an annual subscription to Magic Breakfast in order to ensure that all children have access to a healthy breakfast every morning at school. We were very pleased to be selected as one of The Co-op's local community fund causes for 2024-2025 this month. All of the funds that are raised as a Co-op local community cause will be utilised to provide exciting, inclusive resources and equipment to facilitate music and music therapy sessions for the children that attend Cleaswell Hill School.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins, Paypal Giving, Easy Fundraising, our onsite clothing bank and local community collection boxes continue to generate essential funds for our charity.

Our local community collection box at the Cherry Tree Bar and Grill raised £222.15, 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 £21.90, our link with Empties Please ink cartridge recycling raised £26.50, our partnership with Paypal Giving generated £93.50, our partnership with Easyfund-raising raised £59.51 and our lottery generated £771.20 from May – October 2024.

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

The accounts, amended constitution, amended policies and trustee report for 2023-2024 will be audited by the independent examiner then presented and ratified at the Cleaswell Hill Foundation annual general meeting.

The Cleaswell Hill Foundation balance at the end of the 2023-2024 financial year was £67,249.12, with £3,795.45 unrestricted funds. £30,016.15 income was generated and there was £37,908.31 expenditure during the 2023-2024 financial year.

Our future planned fundraising events for this term include a Halloween themed non-uniform day on the 25th of October in aid of Cleaswell Hill Foundation, a non-uniform day on the 15th of November in aid of BBC Children in Need (registered charity number 802052) and a non-uniform day on the 20th of December in aid of Cleaswell Hill Foundation.

Thank you for your ongoing support,

Lauren Caisley

Section 4 - Specific Issues

Safeguarding

Schools do not stand still, but evolve and adapt to changing environments in which they operate. Emerging risks and challenges associated with change must be managed appropriately.

This includes emerging safeguarding risks that may be generated directly by changes such as the use of new technology, for example, AI.

Although emerging risks may not require immediate risk control, they may require thought and consideration for future changes to school safeguarding policy and requirements.

As such, it is essential that there is early engagement with stakeholders to ensure that school can adapt and remain resilient. This involves a clear need to ensure

Governors are kept informed on strengths, identified opportunities and emerging risks in the safeguarding landscape.

Karyn McMahon



Development of Safeguarding (Child Protection) 2024-2025

<p>Strengths</p> <ul style="list-style-type: none"> • Culture of Vigilance through school • <u>Clennell</u> Education Solutions consultancy service • Expanded team of DSL's • High quality safeguarding training programme meets statutory guidance and legislation • Strong cycle of scrutiny from focused Governor Monitoring Visits • Robust reporting tool-CPOMS • Preventative safeguarding model • Effective use of data provides accurate and current profile of safeguarding 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Safeguarding for parents/carers (Section 3 Safeguarding Action Plan) • Staff skills and resilience working with complex individual pupils with ACE's and trauma • Targeted safeguarding insights for pupils/staff groups
<p>Opportunities</p> <ul style="list-style-type: none"> • Monitoring training compliance across growing staff team • Learning about different ways individual pupils might be vulnerable and at additional risk • Formalise cycle of scrutiny • Helping pupils to recognise abuse and stay safe • Feedback used to inform future practice • 'Horizon scanning' identifies potential causes of uncertainty, ensuring adequate preparation, exploiting opportunities and managing threats • Collegiate multi-agency approach identifies emerging risks and determines where more in-depth analysis or on-going monitoring is required 	<p>Threats/Emerging Risks</p> <ul style="list-style-type: none"> • Increase in safeguarding/child protection concerns ('93% of teachers' report increase in safeguarding referrals' NASUWT) • Ever-changing world of safeguarding (sextonation, spiked vapes, AI) • Handling online incidents that start outside school • Impact of mental health disrupting pupil and staff wellbeing • Tension between some parents' desires and expectations and evidence-based outcomes for the child • Undefined serial and persistent complaints • How to translate risks into action

Read together with; Safeguarding Audi and Action Plan; Online Safety Audit and Action Plan; Governor Monitoring Visit Reports; Head Teacher's Report to Governors; minutes from DSL Supervision meetings

Personal Development

All pupils in school now have their own Enrichment Passport. Funding from North-East Combined Authority has been utilised to enable every pupil to earn their first stamp in their passport. Already this term we have seen real vigour in the planning of ambitious and enriching experiences related to the passport outcomes.



Class leads have been encouraged to introduce the passport to pupils in an accessible way, particularly in the core and extended pathways. Links to PSHEE sessions will naturally allow for identifying students' strengths, interests and areas in which they might like to learn something new or challenge themselves. Learning walks in the autumn and spring terms will focus on the breadth and quality of experiences across school, allowing us to begin to measure equality of opportunity. In core and extended groups, evidence of pupils' engagement with and understanding of the passport is an important foundation for ensuring there is a level of personalisation for pupils, whereby they feel it is meaningful and fulfilling.

Rachael Ford- Hutchinson

Behaviour – Relational Practice

At Cleaswell Hill, we understand our pupils' needs and that unsettled and dysregulated behaviour is linked to communication. Staff are highly skilled in de-escalating situations and supporting pupils to regulate through responsive, person-

alised and varied approaches.

To further strengthen and improve our strong and successful practice we will continue to build on relational approaches through:

- Modelling expectations, language and behaviour – Cleaswell Code: Ready, Respectful, Safe
- Encouraging the use of contingency maps to modify behaviour
- Half termly feedback from phase leads regarding good examples and areas where support is needed
- Monitoring practice and implementation of the 'toolkit' (scripts / restorative conversations)
- Analysing incident data from PBS cloud on a weekly basis.
- Links to the curriculum (Language for Thinking / Language for Behaviour & Emotion)
- Language development in collaboration with SaLT
- Developing independence in partnership with the therapy team (visuals, PLIM targets, interventions etc)



Our continued work on relational approaches will further develop our staff and pupils relationships, consistency in performance and overall success of learners.

Behaviour – Incident Reporting

Staff are more confident in managing and supporting behaviours of concern and in using the PBS Cloud system to record. Comparisons will continue to monitor incidents and support pupils to optimise outcomes.

The table below shows the total number of incidents recorded in the second half of the summer term compared with first half of the autumn term.

Whole school Incidents	Summer 2 2024	Autumn 1 2024
Low level incidents	261	282
Total number of incidents	282	440
Percentage of low-level incidents	92.5%	64%

There is a significant increase in the total number of incidents, with a similar number of low-level records. The weekly analysis of the data has raised particular concerns with two students who collectively have had a total of 153 incident recordings (up to Nov 7th). It has become apparent that the needs of these students are beyond our realm of expertise with regard to SEMH provision. More appropriate placements, which allow a forensic level of support, are being considered in conjunction with Northumberland County Council.

Interestingly, the data from the first half of autumn '23 was similar to the first half of autumn '24 before it then considerably reduced. It could be said that pupils returning to school after the six weeks summer break along with new pupils to the school require

a period of settling in time to adjust to routine.

Whole school Incidents	Autumn 1 2023
Low level incidents	266
Total number of incidents	476
Percentage of low level incidents	55.9%

There have been no fixed term exclusions during the autumn term.

Julie Brown

Therapy

There continues to be close collaboration between educational and therapy staff to identify pupil need and integrate therapeutic strategies and approaches within the curriculum, to achieve the greatest positive impact on pupil progress and wellbeing. The therapy team recently met with Lynn Watson (School Improvement Partner) and it was good to hear that further integration of therapy was evident within her learning walks. Lynn was very impressed with the Class Leads' clear articulation, knowledge and understanding of therapeutic strategies. This is the huge advantage of working as a multi-disciplinary team, with each member of the team learning from the others.

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. There is an increased focus upon further developing physical skills within the curriculum and a systematic approach to developing pre-writing, handwriting and the use of technology to record learning. Juliet Ruddick has been engaging with external professionals who specialise in the use of technology with SEN to explore current best practice.

Jo Golden (Highly Specialist OT) takes the lead on supporting children with physical disability in school, which involves working closely with parents/carers and external healthcare professionals. Jo's role ensures effective implementation and enhancement of NHS therapy.

Jo presented a Rebound Therapy update to the whole staff team in the September training day. Jo received some lovely feedback from the staff team who commented that they'd enjoyed learning more about rebound and seeing the children's pro-

gress in the video footage. A greater awareness of the benefits of rebound therapy has led to referrals for children who may not have been previously considered. Pro-active service development has led to changes that enable increased capacity e.g. children who find unstructured play difficult are now accessing rebound in break times and there are now children accessing trampolining during a after school club. Fran Gall is taking on a greater role with rebound, working closely with Jade Kilpatrick and Sine Rossin. Through Ayers Sensory Integration training and Rebound Accredited training (both funded by CHS) Jo has the knowledge to incorporate sensory integration therapy to enhance rebound sessions (combining both approaches) and plans to present a case study of a particularly successful example.

Kate Thompson (Qualified Teacher Visually Impairment) who works closely with Jo will soon be delivering whole school training (commuted hours session) with a focus on Visual Impairment and in particular Cerebral Visual Impairment.



The hydrotherapy pool continues to be used widely across the whole school, providing high quality 1:1 sessions and small group sessions every day. The warm water provides a therapeutic context for intensive interaction for some of our more complex children, which supports their ability to form positive relationships and communicate. The non – ambulant children access the pool to work enthusiastically on their physical exercises, guided by the NHS physiotherapy team and deliv-

ered by the highly skilled teaching assistants. In addition to his hard work as Pool Manager, John Carruthers also works with key staff to manage the out of hours pool hire, which has generated an income for the school year ending 31st August 2024 of £14,074.

Speech and language therapy continues to focus on developing communication provision across all pathways in school. Rachael Howitt (Highly Specialist SaLT) and Kelly Dilks (Speech and Language Therapy Assistant) have supported staff to develop the use of the Universal Core Boards that are used across all three pathways. Rachael delivered an information and training session with all class leads and support staff about how Core Boards are used in conjunction with topic-linked Fringe Boards. Staff and children have responded well to the Core and Fringe system, which offer structure and predictability during adult-led tasks. Over the course of this academic year the staff team will gradually move all environmental visual supports to the new Core and Fringe format.

Rachael has worked on a holistic assessment tool to support the staff in the Engagement Pathway to accurately describe child needs and identify next steps. Becky Chaplin and Anna Brash have developed a similar play skills assessment in parallel to this during the Summer Term, so now the two projects have been combined. Some finalisations and technical support are still required in preparation for this to be shared with Emma Dunn for dissemination in the Engagement Pathway.

We are looking forward to our new Speech and Language Therapist, Amy Shiels, joining the team in December 2024. Her role will primarily be focussed on the Extended Pathway, for children who would ordinarily not be able to access speech and language therapy through the NHS.

Kelly Dilks has now completed her Makaton training, which is a unique language programme that uses symbols, signs and speech. Kelly is sharing her knowledge with children and staff, positively influencing communication.

Language screening tools are being used within the Core and Extended Pathway, facilitated by Lorraine Skeen (Therapy Assistant), which is informing the speech and language need in terms of interventions across school.

Rachael Howitt is now an NLA Trained Clinician (Natural Language Acquisition) having passed the *Meaningful Speech Course for Speech and Language Pathologists*. This knowledge will be incorporated within an action-based research project that is being carried out collaboratively between members of the Teaching Staff and SaLT team.

The *Launching into Communication* document has been finalised and will be shared

with staff to support the accurate identification of pupil need and next steps.

Following the delivery of training on *Language for Thinking* and *Language for Behaviour and Emotions* to develop emotional wellbeing provision within the curriculum, Rachael Ford-Hutchinson (Mental Health Lead) 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.

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.

We acknowledge that the small therapy team, working within educational settings rather than operating within large NHS departments, could be at risk of becoming isolated from their professions. Due to this, it is important to maintain strong links with other therapists who also work within Special Educational Needs to keep abreast of best practice and develop strong partnerships. As such, we are in the process of developing a multi-disciplinary continuing professional development (CPD) group with other therapists, which will also support the team to maintain CPD records necessary for the Health Care Professionals Council Code of Practice.

Juliet Ruddick

Cleaswell Outreach and Training



We continue to drive high standards across the school and Northumberland community through delivery of high quality professional development programs that positively impact pupil outcomes.

The Portfolio of SEND courses available remains a high priority and focus for the school, with a number of schools enquiring as to bespoke packages offered to schools and other community groups.

AET Training

This training is now a fully established program that can be adapted and delivered for different audiences across the County. The AET team led by Rachael Howitt has worked hard to ensure that training is current, engaging and meaningful to the context of delegates. Training is available in three areas:

Making Sense of Autism

Good Autism Practice

Understanding Good Autism Practice and the AET Framework for Leaders



The training program has now been advertised to all education providers. Four training sessions have now been hosted at Cleaswell Hill School and have started to generate school income. The dearth of support across the County is apparent and there is an ever growing need for high-quality, evidence-based training sessions.

Rachael is working closely with Seaton Sluice First School with the potential of writing a Service Level Agreement for training. Preliminary work with two other schools is underway to deliver whole-school AET training sessions.

The training sessions are advertised via email, Facebook, LinkedIn, the school's website and word of mouth being the most important of all.

Stronger Practice Hub

Following a successful application made by our Early Years Lead, Abi McCarthy, we are now a partner in the Great North Early Years Stronger Practice Hub. The purpose of these hubs is to provide advice, share good practice and offer evidence-based professional development for EY settings. We are one of four partners, with the lead school being Haltwhistle Primary Academy that will form the Great North EY Stronger Practice Hub supporting practitioners across Northumberland. There are 18 hubs across England in total so this is a massive achievement. Our principle role will be to support with advice and guidance around strategies to improve SEND provision for EY practitioners with a key element of language and a communication being at the heart of our offer.

SEND Advisory Role

There have been many new elements emerging from the SEND Advisory Role this term. Key to this secondment is the development of networks and partnerships when working collaboratively with the authority and other schools in the County; and the role is now allowing this to happen a lot more. It was always said that the role needed to continue to be mutually beneficial to both the County and the school, I see this happening more than ever now through partaking in quality assurance reviews, whole school SEND reviews and sitting on school organisation panels to support the appropriate placement of young people in the County. Making efficient use of time and resources has allowed the flexibility to perform at continually high standards and promote the excellent reputation of Cleaswell across the authority.

Through this, there have been a number of schools contacting us across Northumberland. The reasons have been varying from support in implementing positive behaviour strategies to making use of small spaces that can support continuous provision and therapeutic needs emerging in young people within a range of settings. The extensive and high quality skillset of various members of staff at Cleaswell has meant that queries can be signposted to staff accordingly. This has led to support that improves provision across other schools as well as building confidence for our own staff team.

Systems Leadership

Cleaswell Hill continues to have influence within special education across the North East. A System Leadership approach encourages promotion of collaborative working, both within and outside of the school team.

Currently, teachers are working with colleagues at Castle School on a long term basis to support curriculum and assessment development. They have also facilitated recent professional conversations with Beaumont Hill Academy and Marchbank Schools.

Admissions

We now have 38 new starters from September 2023 and Phase Leaders have ensured smooth and effective transitions whilst maintaining consistent communication with families. The Lead Therapist being part of the Admissions team has helped therapy to be better implemented from the beginning with a good overview as to targets and prioritising need according to EHCP need and provision. We are hoping to have one extra pupil starting this term who is new to County following a move from a special school in South Shields.

As ever, we look to ensure that our cohort has the appropriate spread of pupils with varying complex needs to ensure that group numbers remain feasible depending upon the pathway and individual level of complexity. This is quite the jigsaw and getting the right pieces to fit in the right places as numbers increase which tests our neuroplasticity to the highest level!

One Page Profiles have helped to give new class leads a solid understanding as to the provision needed to be put in place to support outcomes for new young people. Phase Leads have also completed their Phase Snapshots which gives an overview of provision in order to monitor outcomes.



There are currently 10 leavers projected for summer 2024, which is considerably less than last year. These young people have all had visits to prospective colleges and further educational facilities, with follow up visits planned for this term. This will then enable us to make informed decisions at the post-16 panel in January.

Emma Dunn

Educational Visits

Enrichment and educational visits play a huge part in our curriculum and enhance the quality of education we deliver.

They are a powerful, positive teaching tool that help to enhance the social, personal and emotional development of all learners. Extra stimulation in new environments is particularly beneficial in teaching life skills, building on social skills and improving independence and self-confidence.



Many classes across school access the local community on a weekly basis in order to develop social communication skills, gain tolerance of a range of environments and develop awareness of safety.

Pupils from the Appleby Centre also took part in a residential trip to Daleby House in Beadnell. They stayed for one night and took part in a range of activities designed to develop skills outside of their usual home environment. Staff who accompanied the visit said that it was both worthwhile and rewarding to see how well the pupils engaged and interacted with others in different environments and contexts.

The introduction of Enrichment Passports has also inspired class leads to plan visits that enhance and strengthen the learning experience.

Julie Brown

Parent / Carer Partnership

Pupil progress during the autumn term has always been reported to parents / carers via an 'October Letter'. However, after consultation with staff, it was decided that phases 1 – 5 would replace the letter with a personalised phone call and the Appleby Centre would continue with the 'October Letter'.

To help improve communication with parents / carers, the annual reporting schedule has been sent out via SchoolPing.

Classes within the core and extended pathways continue to invite parents / carers into school to take part in their showcase assemblies, including Salvador Dali inspired Hallow-

een artwork and Harvest Festivals.

Classes within the engagement pathway have begun inviting parents / carers into school for stay and play sessions, which involve sharing sensory experiences and activities with their child.

Julie Brown

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, include;

- 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
- Researchers from Northumbria, Edinburgh and Birmingham Universities.
- Partnership with Northumbria University (Education) on Research-led practice.



Diary Dates for 2024-25

AUTUMN 2024

Value- Determination

Training Day	2 September
Child Protection Refresher Training- All Staff	5 September
Great North Run	8 September
Lynn Watson Visit	11 September
Safeguarding Audit	18 September
Appleby Centre - Daleby House Residential	Wk beginning
	23 September
Macmillan - Coffee and Cakes (Staff Room)	27 September
Lynn Watson Visit	1 October
Commuted Hours 1/6	2 October
Harvest Festival	4 October
Governor Monitoring Visit - Safeguarding	10 October

AUTUMN 2024

Magic Breakfast Monitoring Visit	11 October
SIP Visit – Autumn Term	15 October
Governor Monitoring visit- Assessment	16 October
Governor Committee Meeting – Resource Management	18 October
Governor Committee Meeting – Strategic Policy and Direction	18 October
Non-Uniform Day – Show Racism the Red Card	18 October
Governor Monitoring Visit – Safeguarding (2)	22 October
Governor Monitoring Visit – English, Reading and Communication	23 October
Lynn Watson Visit	24 October
Phone Calls/October Letters to Parents/Carers	Wk beginning 21 October
Non-uniform Day (Halloween)	25 October
End of Half Term	
Value - Happiness	
School Photographs – Main Site	4 November
Pantomime - Aladdin	5 November
Non Uniform Day – Operation Christmas Child	8 November
Non Uniform Day – BBC Children in Need	15 November
Indicative Budget Setting	18 November
School Photographs – Appleby Centre	18 November
Full Governing Body Meeting including Safeguarding Refresher	26 November
Phonics Assessment Week	2 December
Book Fair	2-6 December
Commuted Hours 2/6	4 December
Christmas Performances - Platform 1	10 & 12 December
Christmas Dinner	18 December
Non-Uniform Day (Christmas)	20 December
End of Term	20 December