

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: 15 th October 2024 Spring: 12 th March 2025 Summer:
Focus	Leadership and management, Personal development ,Quality of Education. Engagement pathway provision. Quality of Education for most complex learners.

Last Inspection: June 2022											
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:
<ul style="list-style-type: none"> 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 pupils evidenced in the end of the summer term's 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.

Spring term 2025-School Strengths.

- Leadership of the Engagement pathway, the team involved in implementing curriculum provision to meet need have a focused view of improving access to learning to optimise progress. Their ideas are based upon deep evaluation of the present cohorts' needs and an awareness of the changing complexity of the pupil population.

- The Head teacher anticipated the need to plan provision for more complex learners and this has resulted in planned changes to the curriculum, appointment of therapy staff, close liaison with the LA, review of EHCP and a comprehensive Continued Professional Development (CPD) programme.
- An innovative approach to meeting pupils needs includes a focus on pedagogy, a teacher enquiry model of CPD involving classroom-based research. Teachers and HTLAs devise a hypothesis based on assumptions regarding teaching and learning. They 'test' out ideas to either support or refute approaches to learning, what works and why. Evidence is then reported to the whole school population and members of Northumbria University. This enables others to consider deploying successful strategies cascading knowledge and sharing ideas. This approach has supported innovation and enabled staff to develop their SEND expertise supporting highly positive outcomes. For example, some pupils who became highly dysregulated, displaying aggression towards peers and staff when transitioning between activities are now tolerating incrementally planned changes to the school day. This is within the context of the complexity of need and changing presentation moment to moment.
- Therapy provision has increased with the appointment of an additional SaLT.
- Leaders have a strong vision of how therapy can be embedded further in some pathways and have devised a plan to train and empower staff to achieve this. The Engagement + pathway successfully utilise a therapeutic approach to optimise readiness to learn and this was evidenced during the SIPs learning walk where pupils who were unable to regulate sensory and emotional responses were engaged in purposeful learning activities.
- Provision for pupils who struggled to tolerate any adult directed activities were seen to be engaged and compliant during this visit which emphasises the exceptional Behaviour and Attitudes (Ofsted) standards.
- Attendance and the strategy employed to support families.
- Leaders approach to evaluation, implementation of key priorities and ability to ensure staff are on board with initiatives.
- The culture at Cleaswell Hill is exceptional and epitomised by staff commitment to being the 'best they can be' ensuring pupils thrive within a highly aspirational ethos.
- Talent management, several staff have recently completed a wide range of qualifications including NPQs. This supports the sustained excellence of Cleaswell's provision.
- Targeted interventions have made a significant difference to pupil outcomes. Interventions are identified following analysis of pupil performance on an individual level. (86% of children made progress towards achieving phonics targets).
- The Early Careers Teacher Programme provides wide ranging opportunities for new trainees to develop exceptional teaching practice.
- Cleaswell Hill is a highly inclusive school where all pupils have equality of opportunity to thrive and be the 'best they can be'.

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.
- Spring 2025
- Leaders explained the need for additional adjustments to the curriculum and pedagogy to support pupils with complex presentations of need within the Core pathway. A cohort of pupils within this pathway require additional resources, including staff support, to engage in learning. Funding to enable additional resources is problematic and leaders are presently looking at a 'hybrid' model to accommodate the complexity of need. The school is hindered in its approach due to a lack of space and funding.
- Speech and language therapy support for pupils within the formal learning pathway.
- An Additional SaLT is now working in school with the remit of supporting formal pathway pupils. Impact will be measurable, recorded and reported in time through the Head teacher's report to Governors.
- Continued support for phase leaders as part of a structured leadership programme.
- The Head teacher is currently spending time working alongside each phase lead to evaluate the impact of the recent leadership programme on progress and achievement. Feedback from staff is very positive as they relish the additional professional dialogue and accountability. This is empowering leaders to make decisions based upon the Head teachers' and phase leaders shared understanding of areas for further development.
- Review of the responsibilities of phase leaders to consider if curriculum leadership could be enhanced further by allocating one phase leader per curriculum strand.
- Leaders who now have one phase and one pathway responsibility are finding they have a greater impact upon outcomes as they can focus on one area of curriculum provision. This allows them to consider provision in more depth and resultant outcomes include an acknowledgement that the Core pathway requires curriculum readjustment for a small cohort of pupils.
- Evaluate use of space to accommodate further 'break out' room for pupils, optimising time, and resources in support of targeted interventions.
- The library space has been relocated to create more effective learning spaces for individual pupils or small groups. This supports the structured intervention programme which accelerates learning and results in positive outcomes.
- Continue to support a systems leadership approach in support of other schools.
- Leaders are involved in projects to support the sector including the Great North Early Years Stronger Practice Hub, Northumbria University and numerous schools in the region. Feedback from those involved include developing their confidence as leaders, consolidating their knowledge of best practice, signposting colleagues to schools who are developing key aspects of provision. This supports Cleaswell staffs continued professional development.
- Embed the personal development passports in support of visits out of school in pursuit of equality of opportunity.

- This is on-going and will be part of discussions with the Personal Development lead in the summer term within the context of Ofsted's proposed focus on inclusion.
- Develop the Fusion training programme.
- Continued development of a regional CPD programme has expanded to include discussions with the LA to support mainstream schools' inclusion policy.
- Update the school's accessibility plan to ensure it reflects new cohort needs.
- The accessibility plan encompasses 2023-2026.
- Review and update the school's web site.
- Ongoing. All statutory information is included on the website. Updating information to reflect the school's strengths and recent innovative developments is being planned.
- Strengthen therapy outcomes by further refining the implementation of the therapy process within the context of the hybrid model. implementation of Gestalt language processing model. There is evidence of this having a positive impact within Engagement pathway classes. Staff now understand how children with a diagnosis of ASD learn language. This is an ongoing development for Cleaswell led by their SaLT.
- Gestalt is impacting staffs understanding of how ASD complex learners acquire language within an Engagement class. (Learning walk)
- Improve output for a cohort of pupils who require assistive technology and fine motor skill development.
- Ongoing development as part of the Year-3 Horizon Strategy. The Lead Therapist has a clear vision regarding supporting even better output for pupil's who require assistive technology. This includes liaison with regional experts in the field.
- Forensically evaluate strengths and weaknesses within the PE and music curriculum to identify key areas of improvement.
- See Quality of Education section.

Spring 2025 areas for development.

- Strengthen links between the Appleby Centre and the main school to ensure consistency of approach in subject development and assessment.
- Review options for Phases 4&5 to ensure Preparation for Adulthood is embedded further and provision meets the changing needs of cohorts.
- This report focuses on the Engagement Pathway as leaders plan to ensure therapy is integrated into the curriculum further, successes are shared in support of plans for complex needs pupils and assessment is fit for purpose. This work will be ongoing into the Autumn term in preparation for 2025 admissions.
- The Core Pathway provision requires further evaluation following an analysis of future pupil populations. Data has informed that the next cohort of pupils are developmentally younger than the present cohort. Curriculum provision will be amended to ensure relevance.

- Continued professional discussion regarding pedagogy. Systems and processes to inform adaptations to the curriculum are embedded. Pedagogical review is not yet as developed in support of optimal teaching and learning for this cohort. Classroom based enquiry has significantly supported staffs understanding of how children learn, and this is ongoing.
- Year 3 Horizon intentions.

	National 23- 24 (source: here)			Autumn	Spring	Summer
	Primary	Secondary	Special			
Current number on roll	275	1063	149	253	251	number
Overall attendance	94.5%	90.9%	87.0%	87.5%	88.57%	%
% Persistent absentees	15.2%	26.7%	37.6%	16.6%	16%	% (number)
PP attendance	91.9%	85.4%	84.9%	88.2%	88.65%	% (number)
EHCP attendance	89.7%	83.0%	87.4%	87.5%	88.57%	% (number)
SEN Support attendance	92.5%	85.8%	68.9%	87.5%	88.57%	% (number)
% and number of EHCPs	3.0%	2.7%	99.2%	100%	100%	% (number)
% and number of SEND Support	14.1%	12.9%	0.7%	100%	100%	% (number)
% and number of FSM pupils	24.3%	24.1%	47.4%	52.5%	50.6%	% (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:

- 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.

Engagement + provision is meeting the highly complex needs of a cohort of pupils exceptionally well. The curriculum is firmly based upon personalisation to facilitate progress within a highly structured and well-planned curriculum provision. This SIP visit involved professional dialogue with leaders within the Engagement pathway and the Lead Therapist (Occupational Therapist). Their dedication, commitment and insight into how Engagement pathway pupils learn is extraordinary. There is a clear focus on how to optimise learning, integrate therapy into curriculum approaches and ensure an aspirational methodology.

- 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.
- Engagement pathway leads and the Lead therapist are aware of the need to adapt the assessment systems for highly complex pupils. A focus on personalised target assessment is considered a valid approach. There is a clear ambitious drive to meet the needs of the Engagement pathway learners even further and the effective collaborative approach amongst leaders involved is exceptional.

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 exceptional lead teachers 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.
- Curriculum provision is under constant review to ensure it meets the needs of pupils. The 3-Year Horizon includes strengthening the art, RE and PE curriculum offer. Recent improvements include:

Music development plan on the website.

A revision of the music schemes of work.

Employing external music services to enhance the school's base offer, including facilitating sessions and loan of instruments. Range of outside providers utilised (music therapy, peripatetic teachers) covering breadth of ability range.

Writing Teacher Knowledge Organisers which detail themes, resources and signposts extended learning opportunities.

Appointing an additional lead in PE

Increased monitoring of PE teaching and learning.

RE cross curricula links have been strengthened. A recent Collective Worship event on the history focus, 'Kings and Queens', included pupils learning and performing the National Anthem.

Appointing a new lead in RE.

Emerging 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)
- Discussions with Engagement pathway leads has focussed their intent to develop a hybrid model of approach for pupils who are between a Core pathway framework and an Engagement pathway framework.

- Following partnership working on assessment, has the assessment lead refined Cleaswell's processes further and if so, what is the impact?
 - The curriculum and assessment are synchronised, and further support is planned to ensure the new system remains valid and reliable. Engagement leaders are considering an approach to assessment that meets the profiles of the complex learners in school who do not learn in a sequentially orientated way.
 - How has the maths intention developed in Engagement and Engagement + pathways?
 - The maths lead has worked in Engagement classes to gain a greater knowledge of the complexity of learners involved and how to structure a mathematical approach and quantify learning. This is ongoing as part of a comprehensive approach to provision for the most complex, vulnerable pupils in school.

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.
- This SIP visit focused upon the Engagement pathway provision. Within the context of the complexity of need and starting points of pupils observed during learning walks, behaviour was exemplary. Pupils known to the SIP who have struggled to regulate behaviour were part of a highly ambitious and highly personalised approach to learning. Pupils who were on part-time timetables due to serious concerns regarding their health and readiness for learning in order to keep all involved safe, are part of a phased programme of re-engagement resulting in several pupils now attending Cleaswell full time.
- Dynamic risk assessments support staff and pupils enabling access to learning.
- Engagement pupils are included in out of school learning activities including residential stays. This is due to the highly specialist approach, involving therapy, meticulous planning and deployment of staff.
- Parent/carer feedback is positive regarding the management of pupil's behaviour for learning. Staff spend time supporting parents understanding of the needs of their children and how this can be successfully managed at home. Staff are proud of the evidence they have on how well families support outcomes.

- The impact of therapy to enable pupils to engage is clear. Staff are increasingly applying therapeutic approaches to sensory modulation successfully and this is resulting in positive outcomes.
- There has been one fixed term exclusion in the so far this term.

Emerging 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 to enable access to learning. Have parents been involved in the dissemination of information and if so, what is the feedback?

Ongoing

Can key staff describe the approaches used in class and the impact of these?

Following discussion with key staff, during this SIP visit, there is evidence of an analytical approach which leads to informed decision making. Staff are encouraged to reflect upon incidents to develop understanding of antecedents and to inform decisions around making necessary adjustments to mitigate reoccurrence.

What evidence is there that the 'relational' approach has impact?

The relational approach embodies expectations of how staff and pupils communicate embodying the schools core values of respect, inclusivity, honesty, empathy and deep collaboration between staff, parents and pupils. This practice is developing trusting relationships as approaches to learning are respectfully applied consistently. Pupils know what they are expected to do and how they are expected to behave. Staff support one another taking time to listen to the ideas, concerns and views of others which promotes a positive working environment.

Spring 2025

What is the impact of the fixed term exclusion, lessons learned and any changes to teaching and learning approaches as a result?

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.
- The personal development of pupils within the Engagement pathway is outstanding.
- Pupils are involved in planned activities which meet their needs and allows them to excel, commensurate to ability.
- Pupils are encouraged to comply to adult directed tasks within a mutually respectful approach which takes account of learner's motivations and interests.
- The ambitious curriculum goes beyond the academic to enable pupils to practice taught skills in functional situations.

- The school is highly inclusive and provides opportunities for pupils to engage in an enriching, personalised curriculum which develops skills for life beyond school.
- Personalised Learning Intention Maps (PLIMS) include specific measurable targets linked to EHCP. Priorities for learning include key skills in support of independence. PLIMs support a cross curricula approach that enables pupils to consolidate key aspects of personal development across the school day.

Emerging 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?

This is an ongoing area of development. It is evident that all pupils have access to out of school learning within the context of health and safety. Statutory guidelines are in place and this includes risk assessments. Leaders monitor activity in support of developing 'cultural capital' -pupils ability to access a wide range of knowledge and skills in support of accessing and developing an understanding of their communities.

Spring 2025

PSHEE-What evidence is available of the impact of the extensive programme of extra curricula activities including visits to school? (RNLI, St Johns Ambulance, Northumbria police visits)

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.
- The ambition and drive to develop opportunities for learners to be the 'best they can be' is palpable. The levels of evaluation and analysis of curriculum provision within the Engagement pathway is exemplary as it is based upon innovative approaches within the context pupil's needs and school context.
- The Head teacher has empowered staff further in respect of growing great leaders, by his approach to spending time in each pathway to gain a greater understanding of the barriers to learning and assess the impact of the recent phase leaders training initiative.
- The sector is experiencing additional stress in the management of safeguarding. Thresholds for support appear nebulous and this has led to schools having even greater responsibility to support Child Protection in its broadest sense. SEND pupils are highly vulnerable due, mainly a lack of ability to understand intent, danger, how to remain safe, making safe choices, articulating concerns etc. At Cleaswell the approach to safeguarding is robust, well led and a clear priority. Liaison with external agencies and multi-disciplinary work is ongoing and responses from partners can be inconsistent. Leaders mitigate this by:
Ensuring all concerns are captured using CPOMS- this is monitored by the DSL team.

Updating staff on any safeguarding issues

Ensuring safeguarding training is up-to-date, relevant and includes all staff, including Governors

Involve the link Governor in at least termly monitoring visits. Reports are shared with the full Board of Governors.

Ensuring the PHSE curriculum includes teaching pupils about safety, including online safe practice.

Supporting parents in their understanding of how to support their vulnerable children.

Utilising Clennell external support agency to enhance school capacity.

Emerging questions

The impact of support for the identified staff who are receiving additional support to improve elements of their classroom practice?

Phase leaders are involved in team teaching in support of improving the quality of teaching and learning.

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?

The Head teacher and SIP have planned further leadership training for phase leaders following the head's 'tour' of each phase and the evaluation of 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?

A safeguarding systems lead is visiting Cleaswell in March 2025 to plan supervision sessions and discuss how to support all Cleaswell's DSLs further.

Spring 2025

How has/will supervision support DSLs?

What is the impact of the Head teacher's 'tour' in support of Pathway/Phase leads?

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 SIP's 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.

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- The Engagement Pathway cohort are supported by experienced staff wherever possible. New staff recruits induction includes gaining relevant skills in complex ASD. This helps all pupils make progress against their PLIMs targets.
- Pupils have access to specialist approaches including 'Attention Autism, Intensive Interaction' and a SCERTS approach which focuses upon social interaction.
- From their starting points pupils make good or better progress within a highly structured provision which clearly meets need.

Emerging questions

What is the progress of the new intake this autumn term?

Pupils are learning with purpose, complying to adult led interventions more readily and engaging in learning productively. Progress is in line with or exceeding teacher expectation.

What is the impact of school-based therapy in Phase 1

Evidence of therapy integrated into classroom practice within the youngest engagement pathway pupils is impacting upon pupil outcomes as pupils are increasingly ready to learn, able to access learning alongside peers, expressing their wants and needs through augmentative approaches to communication and thriving within a highly caring approach.

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.
- Leaders are considering how to meet the needs of Engagement students within the sixth form provision. They are engaging with the LA and social care in support of students with highly complex needs. Their vision is ambitious and based upon a drive to provide the best opportunities for students to develop knowledge and skills to support life beyond school.

Emerging questions

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

Therapy support to develop life skills is supporting independence. This is a clear aim within PLIMs to optimise access to the community.

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How are leaders preparing for the more complex students?

TO BE COMPLETED BY THE HEADTEACHER

Other information to note/feedback

- None currently

Requests to the LA for further support

- None currently.