

Headteacher's Report to Governors

Inspire the child

Discover your future

Empower the community

Cleaswell Hill School



Introduction

In the midst of hate, I found there was, within me, an invincible love. In the midst of tears, I found there was, within me, an invincible smile. In the midst of chaos, I found there was, within me, an invincible calm. I realised, through it all, that... in the midst of winter, I found there was, within me, an invincible summer. And that makes me happy. For it says that no matter how hard the world pushes against me, within me, there's something stronger – something better, pushing right back.

Albert Camus



We are living in a period of radical change and its turbulence is rippling through society. The effects of these ripples, particularly the polarisation that is taking place in politics will have massive implications for schools operating within a public sector that has already suffered heavy cuts for over a decade. Despite the chaos that surrounds us it is our responsibility to keep a level head and remain calm - easier said than done when the cards are stacked against us and expectations are unfairly inflated. Even so we are in a strong position; we are an extremely popular setting (probably too popular), our finances are stable despite recent pressures and our provision - facilitated by an increasingly skilled team - is better than ever.

Over the last eight years we have transformed our provision offer; the quality of which is reflected in this report. During this time there has been significant change in various leadership positions across school, however, Karyn and I have remained a constant and have both developed in skills and experience as school has grown into a very large and complex organisation. Over the next two years, both Karyn

and I plan to retire. Changes at this level takes us into unchartered waters and with it comes a degree of risk, anxiety and uncertainty.

Although this is some way off Lynn Watson and I have started a review of our core structures of Teaching and Learning, Therapy and Business with the view to updating them to reflect the needs of school as it is now and in the future. September 2026 would be an ideal time to implement any restructure (temporary or permanent) to capitalise on the wealth of skills and experience within the teams whilst scaffolding the transition into a new phase of leadership.

There is much to celebrate across the school, and these successes show that, no matter how hard the world pushes against us, there is something stronger pushing right back. Our task is to ensure that this continues for both current and future pupils.

Mike Jackson, November 25



Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2025-26 are:

Leadership and Governance

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



Curriculum and Teaching

High-quality, ambitious and coherently planned curricula based on strong foundational learning that inclusively meet the needs of all pupils.

Consistently exceptional teaching delivered by confident, deliberate practitioners.

Achievement

Pupils achieve highly positive outcomes through secure foundational knowledge, personalised progress tracking and preparation for future education, training, or employment.

Attendance and Behaviour

Attendance tracking and monitoring enables successful strategies which support maintained/improved attendance for individuals and pupil groups including severely absent, persistently absent and disadvantaged (FSM).

All staff have the insight and tools to impact positively on pupils' lives.

Inclusion

To embed a culture of equity, ambition and belonging for every learner.

Personal Development

Promote holistic personal development to cultivate confident, safe and enriched learners, integrating sustainability, civic engagement and enrichment opportunities to enhance understanding and expand horizons.



Ofsted

'Cleaswell Hill School remains an outstanding school'. We have no identified area for development.

Overview of the New Ofsted Inspection Framework

The new Education Inspection Framework introduces significant structural and focus changes. From November 2025, all schools – including special schools – will be evaluated across several distinct areas, with each area graded on a five-point scale ra-

ther than receiving a single overall grade.

Five-point scale:

- Exceptional
- Strong standard
- Expected standard
- Needs attention
- Urgent improvement

Evaluation areas:

- Safeguarding (met / not met)
- Inclusion
- Curriculum & Teaching
- Achievement
- Attendance & Behaviour
- Personal Development & Well-being
- Leadership & Governance

Implications of the New Framework for Cleaswell

- Inclusion as a standalone area

This new area, as well as a golden thread running through all areas, focuses on how effectively we promote access, participation and progress for all learners with SEND and additional vulnerabilities. This means showing how every learner is included, supported and achieving according to personalised objectives and evidence of the effective use of targeted funding.

- Personalised Progress and Achievement

Inspectors will judge achievement based on progress from individual starting points. Special schools must demonstrate robust tracking of academic, social, emotional, communication and Preparation for Adulthood (PfA) progress.

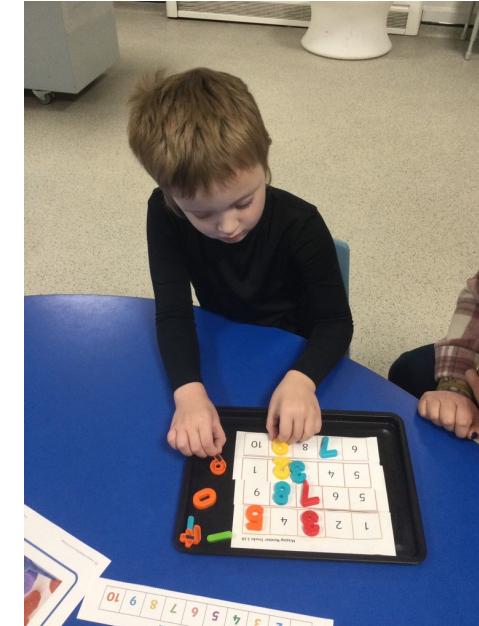
- Curriculum and Teaching

Curriculum should be designed around pupils' profiles, ability and developmental stages. Inspectors will expect evidence that teaching is adapted and responsive, with therapy and support embedded where needed at every level. There will be no 'deep dive' in a particular subject, rather evaluative insights into spe-

cific pupils' learning journeys and what a typical day looks like for them.

- Attendance and Behaviour

Inspectors will look beyond attendance rates to understand engagement, participation and how barriers are addressed. Behaviour should be understood in context, with clear evidence of proactive support and emotional regulation strategies.



- Leadership and Governance

Leadership must demonstrate a clear strategic vision for SEND provision. Governors and leaders should be able to articulate how the curriculum, staffing, and resources meet the complex needs of pupils.

- Safeguarding

Safeguarding remains a binary judgement (met / not met). It is especially critical in special schools with vulnerable pupils. We continue to ensure safeguarding policies, staff training and monitoring systems are robust and regularly reviewed.

- Context and Communication

Inspectors will take account of and place emphasis on school context but expect clarity. The self-evaluation should clearly set out our cohort profile, EHCP complexity, curriculum design and success measures beyond standard attainment data. This area will be particularly pertinent in the initial telephone conversation that takes prior to an Ofsted visit.

School Improvement Partner (SIP)

Lynn has been in school a number of times since September, taking part in Leaders' appraisals, working with Mike on the leadership structure and volunteering as a TA! Lynn is carrying out two SIP days on the 13th and 20th November.

In addition, Lynn will be meeting with Tim, Maureen and Mike for the Headteachers appraisal meeting on 14th November.



Section 2 - Curriculum

Curriculum and Teaching

School leaders continue our drive to ensure high-quality, ambitious and coherently planned curricula, based on strong foundational learning that inclusively meets the needs of all pupils and which is delivered by exceptional, confident,

deliberate practitioners.

Of course, there are challenges within our school context in achieving and maintaining this.

School has 262 pupils aged 5-18 years with diverse and complex SEND who require significantly different educational provision and learning environments.

Designing and planning different curricula and pedagogy to meet pupil need based on an evidence-based data analysis to ensure best outcomes for a constantly changing pupil cohort is as complex as it sounds!

Monitoring non-linear learning and progress through timely assessment points to inform teaching, intervention and adapt learning pathways is again, highly complex.



Teaching is technically difficult. School has the challenge of continued investment in a culture of professional capital, recognising that education spending is an investment in developing staff needs, contributions and career stages. In addition to our ongoing commitment to systems leadership. School Leaders focus on;

- Human-The talent of individuals
- Social- The collaborative power of the group
- Decisional- The wisdom and expertise to make sound judgements about learners that are cultivated over many years

School is continually developing and it is a challenge to maintain strong practice,

continuous improvement and the highest professional standards of teacher effectiveness over time.

Teachers/class leads have a deep understanding of the narrative of curriculum content and of what students should know, understand and be able to do along their learning journey, which, in turn, is aligned with assessment practices.

Provision of enabling learning environments which support specialist approaches for pupils with complex SEND, together with a shared understanding of intentions and embedding therapy at every age and stage, ensures a coherent thread throughout school.

A professional learning and development programme based on evidence-driven principles of exceptional SEND pedagogy and our school context is written annually with the intention of supporting and enhancing deliberate classroom practice.

Karyn McMahon

Assessment

The end of the 24-25 academic year has seen a significant change in our approach to assessment. From September this year we have invested in Earwig, an educational assessment and evidence-tracking system designed primarily for special schools. The purpose of Earwig is to simplify and enhance the processes of curriculum planning, pupil assessment, progress tracking and reporting. Earwig will allow us to evidence, track and assess all aspects of our curriculum on one platform. Some key features of Earwig include:

- Support for multiple assessment frameworks, including bespoke ones
- Real-time recording of curriculum attainment and supporting evidence
- Tracking of individual and group progress, setting of learning targets (including EHCP-based), and identification of learning gaps
- Analytics and reporting tools for teachers, teaching assistants (TAs), and senior leadership teams (SLT)

The initial steps are to ascertain how we are going to assess PLIM targets moving forward and then design the framework that can be used on Earwig for all classes, across all pathways. This will allow us to begin to collate data related to EHCP targets, a fundamental aspect of SEN provision. Staff training will be organised to ensure a smooth transition to this new process. Phase leaders and pathway leads have started the process of highlighting key features that must be included in an online record and this will continue to happen through a consistent and appropri-

ate moderation format.



When reflecting on the assessment system that was implemented last year, it was clear it had many strengths but also had areas we needed to improve on. Some of the limitations of the previous system included the inability to group data by a given criterion, needing to go through each individual progress report to collate data and the engagement pathway data not being able to inform next steps in learning or highlight areas to work on.

Earwig also supports our curriculum and assessment policies by emphasising personalised learning, evidence-based practice, and robust assessment systems. Earwig supports the school's commitment to inclusive ambition, cultural capital and metacognitive development. The EEF (2021) states that "using technology can increase the accuracy of assessment and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload".

"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)

PLIM Targets (EHCP)

- The percentage of PLIM targets met across the past academic year was 77.3% in comparison to the 2023 – 2024 academic year (74%).
- The foundation stage (pre-key stage) demonstrated the largest proportion of targets met across the academic year at 85%.
- 82.4% of students achieved their Preparation for Adulthood target this year ; this is the largest proportion across all areas and highlights the work put in by all involved with year 9+ students. As this was the lowest of the five EHCP areas last academic year.

The breakdown for the four main EHCP areas that are accessed by all our learners was as follows:

- Communication & Interaction – 78%
- Cognition & Learning – 80.6%
- SEMH – 73.6%
- Sensory & Physical – 71.9%

This data was then further scrutinised and analysed by pathways. The main area of strength within each pathway was:

- Engagement plus - Communication & Interaction – 83.3%
- Engagement - Cognition & Learning – 80.1%
- Core - Cognition & Learning – 82.3%
- Extended - Cognition & Learning – 79.2% (PfA – 87.4%)

The main area for development within each pathway was:

- Engagement plus – SEMH – 67.9% (PfA – 55.6%)
- Engagement – Sensory & Physical – 73.9%
- Core – Sensory & Physical – 66.7%
- Extended – SEMH – 76%

Phase leads met with pathway leads and class teams to discuss the data and identify next steps within their phase groups. This has also supported the rationale for grouping phases by pathway, to maximise outcomes through specialised provision.

English and maths

Data was used to group children within the extended pathway on the main site for maths and English. The rationale behind this was to expose children to appropriate and challenging curriculum content. This has allowed teachers to identify misconceptions with greater accuracy, stretch the learning of all pupils and highlight the children who require additional support. It has also given some of the younger key stage 3 pupils exposure to key stage 3 curriculum content to begin to identify their accreditation pathway.



Historical data is currently being scrutinised to try and formulate an accreditation pathway, where we can begin to predict what qualifications our extended learners may access based on their attainment levels at the mid-point of key stage 3.

Moderation sessions for maths were organised in the autumn term, with a heavy focus on understanding attainment data on the main site and which qualification that correlates to at the Appleby Centre.

Qualifications

In the summer term 2025 the following qualifications were achieved:

- 1 student gained their AQA Maths qualification at Entry Level 3
- 5 students gained their AQA Science qualification at Entry Level 2
- 1 student gained their AQA Science qualification at Entry Level 1
- 4 students gained their GCSE Maths qualification

- 8 students gained their GCSE English Literature qualification, including 4 at grade 4+
- 1 student gained their GCSE Biology qualification
- 1 student gained their GCSE PE qualification
- 2 students gained their AQA Step Up to English Gold qualification at Entry Level 3
- 11 students gained their AQA Step Up to English Silver qualification at Entry Levels 1 & 2
- 4 students gained their Functional Skills maths qualification at Entry Level 2
- 5 students gained their Functional Skills maths qualification at Entry Level 3
- 1 student gained their Functional Skills English qualification at Entry Level 1.
- 1 student gained their Functional Skills English Level 1 qualification.
- 3 students gained their Essential Digital Skills Entry Level qualification.
- 1 student gained their Essential Digital Skills Level 1 qualification.
- 3 students gained their BTEC Performing Arts qualification.
- 5 students gained their BTEC Home Cooking skills Level 1 qualification.
- 9 students gained their BTEC Pre-Vocational skills Entry Level 2 qualification.

- Focus on assessment strategy around the new core foundation curriculum and key stage 4 accreditations.
- Refine the moderation process and implement a new moderation framework that allows staff teams to use data effectively to inform next steps.

Jamie Wheedon

Phonics and Spelling Provision – Whole School Overview



Phonics and spelling are delivered systematically across the school, with phonics sessions taking place four times a week. Groupings are informed by termly assessment data to ensure targeted and effective teaching. Children transition to their classrooms at 9:20am in preparation for their sessions. All staff delivering phonics are fully trained in the ELS (Essential Letters and Sounds) programme, ensuring consistency and pace across all groups.

Currently, the school runs nine phonics groups and six spelling groups. The ELS spelling programme covers content from the Year 2 National Curriculum, while the Essential Spelling and Word Knowledge programme is used to deliver content from Years 3 to 6. Last year, the Year 3 component of the programme was successfully implemented in one class, where pupils are now making good progress. The Year 4 component has also been purchased and is ready for delivery when pupils reach that stage.

Phonics and spelling remain high-profile areas within the school. Regular modelling

New OFSTED framework

Within the new OFSTED toolkit there is a new section on achievement. An implementation plan is currently being written showing the actions within each phase across all areas of the new OFSTED framework. A key component for SEND provisions is that we "consider pupils' starting points and the progress they make from them; inspectors also want to understand the curriculum pathways of individuals or groups, and whether leaders have identified the right priorities for them and are ensuring that they make good progress". To be operating at a strong standard we must ensure that "all pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training". We will continue to share our practice externally to improve outcomes for the SEND population across the region through the Fusion Learning Hub.

Next Steps

- To implement a new EHCP assessment framework for EHCPs across all pathways and begin to track, record and evidence via Earwig.

of lessons takes place, and staff are given opportunities to observe best practice and have sessions modelled within their own classrooms. I continue to lead external training for other schools and deliver EVOLVE days, which include lesson observations, data analysis and the setting of improvement targets for senior leadership teams, as well as whole-school training.

Currently, Abi McCarthy and I are trialling a sight reading programme with a group of six pupils who have not made expected progress through the phonics programme. The intervention runs three times a week and is being trialled using both physical resources and a digital app to determine which approach is more engaging for the pupils. We will produce a case study based on the outcomes of this pilot, focusing on both engagement and progress, and share our findings at senior leadership level to inform next steps.

Assessment of Phonics and Spelling

Phonics and spelling assessments continue to take place in the fifth week of each half term. Staff are confident in using this data accurately to identify and address gaps in learning before the holidays, ensuring that no gaps are left in learning. The assessment data informs planning and supports teachers in maintaining a strong pace of learning across all groups.

In addition to guiding planning, the data is used to form and adjust groupings, ensuring children are placed where they are most likely to make academic progress—while still taking into account their age, developmental stage, and learning behaviours. Assessment outcomes are also used to identify children in need of targeted interventions, including support for grapheme-phoneme correspondence (GPC), oral blending and blending for reading.

Of the 76 children who accessed daily phonics last term, 71 made progress in both GPCs and blending. The 5 children who did not show progress in these areas are now receiving tailored, in-class interventions and adaptations have been made to better meet their individual needs.

All children made progress on the spelling programme, although progress varied among individuals. Those who made less progress are currently receiving additional support through a spelling intervention delivered by our intervention TA twice a week throughout the autumn term.

Currently, 67 children across the school are accessing the ELS Phonics Programme, 31 are using the ELS Year 2 Spelling Programme and 42 pupils are working within the Year 3 Essential Spelling and Word Knowledge Programme.

Academic Interventions – Summer 2025 and Autumn Term 2025

During the summer term, we successfully delivered six targeted academic interventions to a total of 10 pupils. These sessions were facilitated by our in-house intervention teaching assistant and took place in the therapy cabin. Each intervention was delivered on a one-to-one basis, with pupils receiving between two and four sessions per week, depending on their individual needs.



Assessment data from the spring term, including the ELS Phonics Tracker and in-school assessments, showed that 90% of pupils receiving interventions made measurable progress. One child did not demonstrate progress in the data, though this was attributed to their unmedicated status at the time.

This autumn term, we are continuing to deliver six evidence-based academic interventions in addition to the high-quality teaching and support already embedded across Cleaswell. These are led by Gillian, our experienced ELS/intervention teaching assistant. All interventions have been selected based on their proven effectiveness and through close collaboration with teaching staff and careful data analysis.

We are proud to be offering intervention support to 15 pupils this term, all of whom have been identified as needing additional help to make expected progress. Pupils have been selected based on current assessment data. Where progress has not been evident, staff have conducted detailed analysis—exploring potential barriers to learning and identifying specific areas of need.

Following this process, intervention requests are submitted and further discussions take place with relevant staff to determine the most appropriate support. Once confirmed, pupils are allocated intervention places and a personalised intervention timetable is created.

Early Career Teacher (ECT) Programme at Cleaswell Hill School

Cleaswell Hill School is proud to offer an outstanding Early Career Teacher (ECT) programme, consistently recognised through lesson observations, School Improvement Partner (SIP) feedback and quality assurance visits from our appropriate body, The Three Rivers. Our programme is designed to build a resilient, highly skilled teaching workforce capable of delivering exceptional teaching and learning.



Through high-quality mentoring, expert modelling and carefully tailored target-setting, we ensure that ECTs are supported, not only in their professional development but also in maintaining their mental health and wellbeing. This holistic approach helps maximise teacher effectiveness, ensuring they have a meaningful and lasting impact on pupil outcomes.

Over the past four years, nine teachers have successfully completed their two-year ECT induction at Cleaswell Hill. Of these, eight have remained at the school as confident, capable, and empowered educators—an outstanding retention rate that reflects the strength of our programme and the supportive environment we provide.

We currently have five ECTs on roll—three in their first year and two in their second—each benefiting from a rich and varied development experience. ECTs are encouraged to engage with a wide range of approaches and are supported in taking informed, reflective risks that develop their confidence, capacity and teaching expertise.

"ECTs are mentored by a highly successful leader who models exceptional out-

comes and builds reflective practice through mentoring and coaching."

— Lynn Watson, School Improvement Partner (2024)

Our commitment to mentoring, regular observations and bespoke support is central to our mission of delivering high-quality education. By investing in the development of early career teachers, we are embedding a culture of continuous improvement, innovation and educational excellence across the school.

Helen Moulton

Section 3- Staffing and Finance

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Alnwick - Junior Extended	5	6	11
Berwick - Junior Extended	4	9	13
Blossom - Junior Core	2	8	10
Bluebell - Senior Core	3	7	10
Bramble - Senior Core	10	1	11
Clover - Senior Core	4	6	10
Corbridge - Senior Extended	2	11	13
Doves - Junior Engagement+	1	4	5
Hexham - Senior Extended	6	9	15
Juniper - Junior Core	1	7	8
Kielder - Junior Extended	1	11	12
Ladybirds - Junior Engagement	1	6	7
Lapwing - Senior Engagement	2	6	8
Maple - Junior Core	4	6	10
Montane - Senior Extended	1	13	14
Morpeth - Junior Extended	0	11	11
Oak - Junior Core	3	8	11
Otters - Junior Engagement	1	5	6
Owls - Junior Engagement	3	4	7
Phoenix - Senior Extended	6	10	16
Puffins - Junior Engagement	1	5	6
Riverside - Senior Core	2	9	11
Sanderling - Senior Engagement	1	7	8
Starlings - Senior Engagement+	0	9	9
Thistle - Senior Core	1	10	11
Willow - Junior Core	4	4	8
Total	69	192	261

Staffing

So far, during the autumn term, we have appointed 1 teacher and 5 support staff.

We currently have 167 permanent staffing contracts and 9 fixed term.

We have experienced unusually high levels of staff absence this term, which has put significant pressure on our resources. Unfortunately, our annual budget allocated for supply cover has already been fully utilised.

According to data from the Department for Education (DfE), this is a widespread issue affecting schools nationally and not unique to Cleaswell Hill. One of the biggest challenges we face is sourcing cover for classes that require specialised skill sets. These roles often demand targeted training to support pupils with complex needs, making it difficult to find suitable temporary staff.

To help address this, we are currently working to establish a 'supply bank'—a pool of casual staff who can be called upon when needed. This initiative aims to provide more consistent and appropriate cover, particularly in areas where specialist knowledge is essential.

Staff absence for the autumn term, up to 5th November, was as follows:

Class leads - 17

Support Staff - 157

Julie Brown

Budget Overview

The final 2025-2026 pay award for support staff included an increase of 3.2% for pay points 2-63 and allowances, pro-rata'd for term time only and part time employees. This was backdated to 1st April 2025 and processed for the August 2025 payroll.

The final 2025-2026 pay award for teachers included an increase of 4% across all pay scales and allowances (including SEN and TLR payments) with effect from 1st September 2025. This was implemented for the September 2025 payroll.

The annual appraisal process for teachers is now complete and relevant teacher pay progression changes will be implemented for the November 2025 payroll. The annual headteacher appraisal meeting is scheduled for 14th November 2025.

The draft whole school pay policy was considered by the Governing Body from 17th October 2025 to 31st October 2025. The pay policy consultation for staff began on 3rd November 2025 and will end on 17th November 2025. The results of the consultation

will be received by the resource management committee on 20th November 2025 and the final policy adopted by the full Governing Body on 25th November 2025.

The indicative budget for the remainder of this financial year will be set with Northumberland County Council on 18th November 2025 at Cleaswell Hill School.

The current Cleaswell Hill School staffing structure is scheduled to be reviewed by the resource management committee on 20th November 2025.

A recent school report summary sheet 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.

Cleaswell Hill Foundation was delighted to receive a generous donation of £307.29 from Piramal Pharma Solutions Morpeth during the month of June, due to their exciting fundraising efforts. We welcomed The Morpeth Lions to The Appleby Centre on 20th June to present lots of fantastic horticultural resources purchased due to their kind donation of £350. The Cleaswell Hill Foundation trustees met on 26th June, during which Bell Tindle Williamson presented the final audited

accounts for 2023-2024.

During the month of July, Amble Class hosted a bake sale and raised £199.35 towards a visit from The Singing Hands on 18th September. The summer fundraising event on 11th July was a phenomenal success and raised an amazing £1,840.06 in aid of Cleaswell Hill Foundation. Otter Class hosted a stall at the summer fundraising event in aid of Marie Curie (registered charity number 207994) and raised £213.00; with their previous fundraising included, Otter Class raised a fantastic £243.20 in total for Marie Curie this year. £214.19 was collected in aid of Cleaswell Hill Foundation at the leaver's assembly and BBQ at The Appleby Centre on 14th July, which was well attended. Our non-uniform day on 18th July generated £35.50 in aid of Cleaswell Hill Foundation. The Morpeth Lions also kindly donated a set of football goal posts to The Appleby Centre during the month of July.

We were thrilled to receive a donation of £2,000 from The Barbour Foundation during the month of August towards a sensory integration room at Cleaswell Hill School, as a result of a successful grant application.

During the month of September, we gratefully received a donation of £324.15 from Piramal Pharma Solutions Morpeth from a fundraising event held in aid of the Foundation. We were also delighted to receive a kind donation of £100 from Lowes Financial Management during this month. As a result of a grant application by Lola Jackson, we received a phenomenal donation of £8,495 from The Morrisons Foundation towards an interactive, portable 'magic carpet' projector to be utilised across the school. We were also pleased to receive £115.86 of sanitary products from PHS via The Department for Education this month due to a successful application. We are thrilled to have been selected as one of The Co-op's local community fund causes for 2025-2026 following a successful application. All of the funds raised as a Co-op local community cause will be utilised towards an exciting outdoor play area for the children that attend Cleaswell Hill School. Our staff coffee and cakes morning and domino card in aid of Macmillan Cancer Support (registered charity number 261017) on 26th September raised £44.55. #TeamCleaswellHill members admirably completed the Great North Run and Junior Great North Run and raised an outstanding £2,220.19 in aid of Cleaswell Hill Foundation.

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 Hair by Zoey raised £60.60, our school clothes recycling bank generated £48.90, our link with Empties Please raised £14.50, our local community collection box at The Cherry Tree Bar and Grill generated £257.70, our

link with Easyfundraising raised £50.79, and our lottery generated £645.20 from May – September 2025.

Thank you for your ongoing support.

Lauren Caisley



Section 4 - Specific Issues

Safeguarding

The UK is undergoing a major transformation in children's social care, particularly with the replacement of Child in Need plans with Family Help Worker teams as part of the Families First reforms. The reforms are backed by the Children's Well-being and Schools Bill, expected to be fully rolled out by April 2026.

Child in Need and Early Help services are being merged into a new Family Help service. This service is delivered by multi-disciplinary Family Help Teams, which include Family Help Practitioners (not necessarily social workers) who act as lead professionals for families needing support. The aim is to provide earlier, more consistent, and integrated support to families, reducing escalation and keeping children safely at home.

Key Components of the Reform:

- **Multi-Agency Child Protection Teams (MACPTs):** These teams include social workers and professionals from health, education, police and mental health services
- **Lead Child Protection Practitioners (LCPPs):** Specialists who support Family Help

workers during investigations and child protection planning

- Family Group Decision Making: Greater emphasis on involving extended family networks in planning and support
- Reduced bureaucracy: Social Care Practitioners report lower caseloads and paperwork, improving job satisfaction and family outcomes
- Families receive support earlier
- Improved experiences in child protection processes
- Strengthened partnerships and reduced workloads for Social Care staff.

School has a strong collaborative working partnership with colleagues in Early Help. This will be important moving forward as it appears inevitable that expectations of



our role and offer of support and monitoring are to increase to fill gaps as they appear in the service from Childrens Social Care.

Cleaswell Hill has developed an initiative with Emma Foote, Manager, Prevention Early Help Team (PEHT) and have set up half termly clinics to discuss pupils with Partner Help Assessments (PHA), which are school-led and Early Help Assessments (EHA), which are led by the PEHT. Shared reflection on how families are managing/progressing and consideration of next steps, including signposting and support from Kerry Dodds, Early Help Assessment Worker, to help maximise a positive impact for children and families, is proving to be time well spent.

Ongoing conversations support understanding about where Early Help sits in relation to the Threshold of Need, how a Family Worker is allocated and how a Multi-



agency Referral Form can be submitted by partner agencies in addition to school staff.

Currently we have 7 families accessing Early Help support, with 2 recently closed. School continues to attend Team Around the Family (TAF) meetings for these families, as well as close monitoring of those families who have not provided consent to an Early Help Assessment.

We watch with interest how the reforms impact on the workload of colleagues in education.

Karyn McMahon

Attendance

The Department for Education (DfE) introduced updated statutory guidance on school attendance that came into effect on 19 August 2024 and continues to shape attendance policy into the 2025/26 academic year.

DfE statutory guidance, 'Working Together to Improve School Attendance' outlines roles and responsibilities for improving attendance and includes:

- Expectations for schools to build strong relationships with families and understand barriers to attendance
- Requirements for accurate completion of admission and attendance registers
- Guidance on managing part-time timetables and off-site education
- Legal interventions when support fails or is not engaged with.

DfE updated School Attendance Codes for 2025/26:



Code	Description	Statistically Present
/	Present in school (AM)	Yes
\	Present in school (PM)	Yes
L	Late arrival before register closes	Yes
K	Educated off-site by LA provision	Yes
V	Educational visit or trip	Yes
P	Sporting activity	Yes
W	Work experience	Yes
B	Other approved educational activity (face-to-face only)	Yes
D	Dual registered at another school	Yes
C1	Leave of absence (authorised)	No
C2	Reduced timetable absence	No
E	Excluded with no alternative provision	No
Q	Unauthorised absence	No
Y6	Unable to attend due to exceptional circumstances	No
Y7	Staggered start or emergency closure	No
N	No reason yet provided for absence	No
G	Holiday not authorised by school	No
I	Illness (not medical appointment)	No
M	Medical/dental appointment	No
R	Religious observance	No
S	Study leave	No
T	Traveller absence	No
U	Late after register closed	No
X	Non-compulsory school age absence	No
Z	Pupil not yet on roll	No

School continues to meet with our Lead Education Welfare Officer, Dawn

Westerby, every 3-4 weeks to monitor attendance. We discuss patterns and focus on all pupils whose attendance is dropping and/or has dropped below 94%.

School current overall attendance is 89.78%. The national attendance rate for state-funded special schools in England is 88.48%.

We have strong 'pulls' into school for all pupils and continue to consider how we can be responsive and ensure that we increase and maximise our irresistible offers of learning. 'Pushes' away from home is something which we look at and are developing our drive to capture parent voice to enable our understanding of what acts as a barrier for parental engagement.

Our attendance strategies are supportive rather than punitive and are being updated to reflect the latest guidance from the Education Endowment Fund (EEF).

We are currently considering linking attendance to case sampling monitoring of specific pupils to support the scope of the new and expanded Ofsted Inspection focus.

Karyn McMahon



Personal Development

This term, there has been a strong emphasis on developing pupil voice across the whole school. We are committed to ensuring that all pupils feel heard, valued and empowered to contribute meaningfully to school life and the decisions that affect them.

To support this, we have enhanced the structures in place to promote pupil voice. These improvements are designed to give learners more regular and purposeful opportunities to express their views and influence aspects of their education and wellbeing.

Recently we established a partnership with the Local Authority's participation team. Through this collaboration, pupils have had the opportunity to meet with professionals and contribute directly to discussions around the local 'SEND Strategy' and the 'Local Offer'. These sessions have enabled our pupils to play an active role in shaping services that impact their lives.



There has also been an introduction of a dedicated Pupil Voice Lunch Club, which provides a safe and informal space for pupils to share their ideas and experiences. This is already helping to build confidence and engagement among participants.

This year we are hoping to take part in the Northumberland youth elections. This initiative supports our wider aim of developing responsible, informed citizens by encouraging pupils to engage with democratic processes and understand the importance of civic participation.

Looking ahead, we are preparing to trial the use of the 'Mind of My Own' app as a tool for gathering pupil views in relation to their EHCPs. This digital platform is designed to help children communicate their thoughts and feelings in

a structured and accessible way, further strengthening our commitment to inclusive and person-centred practice.

Overall, these developments reflect our ongoing commitment to embedding pupil voice at the heart of school life and ensuring that all learners are supported to develop the confidence, skills and agency to shape their own educational journeys.

Jenny Smith

Behaviour

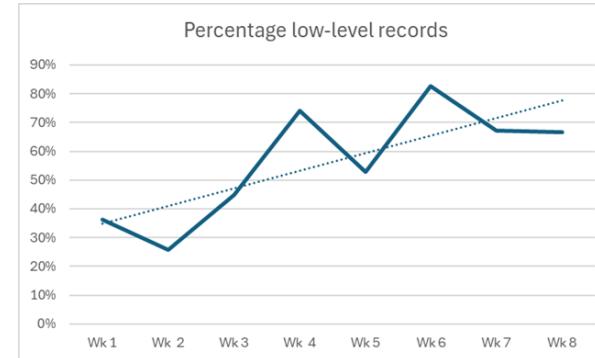
Relational Practice is now firmly embedded across all areas of the school. Staff consistently demonstrate respectful, nurturing and responsive interactions with pupils, underpinned by a shared understanding of individual needs. De-escalation strategies are applied swiftly and effectively, supported by consistent approach plans.

Inclusive access to learning is enabled through bespoke timetables and personalised resources, fostering both academic progress and emotional development. The Cleaswell Code - Ready, Respectful, Safe – continues to reinforce shared behavioural expectations across the school community.

Classroom environments are calm and purposefully structured to promote positive peer relationships. A clear shift in whole-school culture is evident, with increased tolerance and understanding of behaviour, strengthened staff collaboration, and reflective practice driving improvements in de-escalation. Behaviour data for 2024–2025 showed a positive trend, with a rise in low-level incidents indicating the successful implementation of relational approaches.

Analysis of behaviour data from the first half of the autumn term indicates a continuation of the positive trend observed in 2024–2025. The combined average for this half term is 57%, marking an improvement from 47% during the same period last year.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Combined average
Total No. Incidents	36	58	58	50	51	52	76	57	
Total No. low-level records	13	15	26	37	27	43	51	38	
Percentage of low-level records	36%	26%	45%	74%	53%	83%	67%	67%	57%



Despite the overall positive trend, we have unfortunately recorded six fixed-term exclusions. This has largely been due to a notable change in the presentation and behaviour of a small number of pupils with more complex needs.

In response, we have initiated the process of exploring alternative placements that may be better suited to these pupils.

Julie Brown

Integrated Therapy



The model of integrated therapy and education at Cleaswell continues to develop in many positive ways that benefit pupil experience and outcomes.

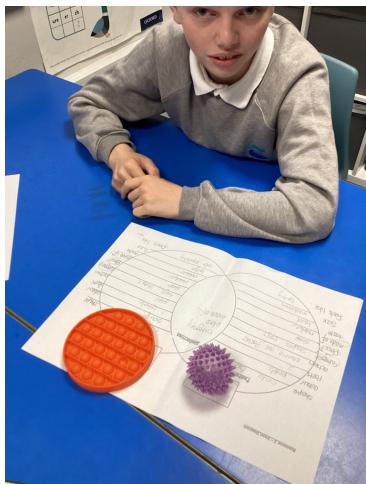
Effective Partnerships with External Professionals

The NHS Occupational Therapist, Ellie, is now well established within the school and has completed a series of moving and handling assessments, including the identification

and provision of specialist equipment for pupils with physical disabilities. This work frequently involves close collaboration and joint planning with Jo to optimise outcomes.

Early preparation and close collaboration with NHS colleagues ensured staff training was delivered efficiently and quickly at the beginning of term. The NHS Physiotherapy Team provided training for new staff and refresher sessions for existing staff. In addition, the School Nursing Team delivered comprehensive staff training covering epilepsy, urology, asthma, anaphylaxis and gastrostomy care.

Kate Thompson (Qualified Teacher for Visual Impairment, Sensory Support Team) is working collaboratively with Jo, Francesca Gall (Therapy Assistant), and Lauren Dawson (Therapy Assistant) to provide a Visual Impairment (VI) Group for pupils with Visual Impairment and Cerebral Visual Impairment. In addition to promoting functional independence in daily living skills, the group's remit includes training class teams in bespoke, pupil-specific strategies that enhance independence and access to learning. This will be achieved through targeted class and team training, as well as in-reach support from Therapy Assistants to ensure the effective implementation of individual pupil strategies within the classroom.



Rachael Howitt and Amy Shiels (CHS SaLTs) continue to work closely with the NHS Speech and Language Therapy team to ensure consistency of provision. This partnership allows the NHS team to lead on selected cases and offer direct therapy within their service parameters, complementing the school-based provision.

The therapy team continues to collaborate with staff to support pupils with high levels of need, including those who are on bespoke timetables. Supporting these

children requires strong relationships with staff teams, parents/carers and external services, including CYPS and DCT. An intensive approach is necessary to support positive outcomes and is a significant part of the therapists' roles.

Rachael Howitt has also worked alongside Victoria Coates (NHS SaLT) and Jordan Tolley (School Health & Safety and Premises Leader) to further develop systems for managing children with eating and drinking difficulties (dysphagia). This has included updating relevant policies and refining day-to-day procedures to ensure consistency and safety in practice.

Sensory Integration and Processing Intervention



During October half term, the large therapy room was successfully transformed into a multi-use therapeutic space following the installation of a new swing system and safety mats. The installation, completed by Southpaw, has been carried out to a high standard. Therapeutic interventions will support the development of sensory processing, physical development, motor planning skills, emotional regulation, and communication. Juliet and Jo (both OTs trained in sensory integration) are devising training, assessment and the necessary protocols/procedures. The implementation strategy includes piloting interventions and completing case studies to assess impact, which will further inform service development.

Therapeutic Horticulture

In September, Danielle Forsyth (Therapy Assistant), commenced training in Social and

Therapeutic Horticulture (STH), to provide interventions that will positively impact physical and psychological health, as well as communication and cognitive skills. This qualification will equip her with the skills to design and deliver structured horticultural programmes and assessments to ensure safe and effective practice. STH aligns closely with Occupational Therapy principles and we are keen to explore opportunities to extend this approach across the whole school.

Rebound Therapy

The Rebound Team continues to deliver a high-quality, therapy-led service to pupils in school, ensuring that the maximum number of students are able to access trampoline sessions. At present, pupils are waiting no longer than half a term to access their sessions.

Olivia Greenup (Teaching Assistant) joined the team on Wednesday mornings and is currently undertaking in-house training delivered by the Rebound instructors, to develop her skills and confidence in delivering sessions.

In addition, Jo and Team are providing professional support and mentoring to the Occupational Therapist and Teaching Assistants at Castle School, as they work to further develop and enhance their own Rebound service.

Hydrotherapy



The hydrotherapy pool remains a vital resource within the school, offering high-quality one-to-one and small-group sessions daily. The warm water provides therapeutic benefits for children with physical disabilities and fosters intensive interaction for those with complex needs requiring support with communication, emotional well-being and sensory regulation. Sessions are tailored to meet the diverse needs of pu-

pils, including small groupwork involving cognition and learning activities (e.g. maths-based games) and structured water skills sessions focusing on foundational swimming techniques.

The hydrotherapy team are linking in with Amy Cullen (Heel and Toe Children's Charity, Physiotherapist and Hydrotherapy Lead) to explore opportunities for collaboration and professional development.

The hydropool timetable has been revised to include a few minutes between sessions to ease congestion and this is working well. At present, there are approximately 55 pupils accessing the pool each week.

Income from hires for the school year, from September 2024 to August 2025 was £15,387.

Speech, Language and Communication Initiatives and Approaches



The ongoing focus is embedding SALT strategies and approaches within the curriculum, ensuring that teaching activities are pitched appropriately to pupils' language levels and supporting with tailored speech and language interventions.

Lego Therapy continues to run successfully, with five groups continuing to run across the school. Children respond well, demonstrating positive engagement and measurable progress.

A new group intervention, "Chatterbugs", has been developed and will be introduced this term to help develop childrens' spoken narrative skills.

Rachael is working with staff at the Appleby Centre and the Senior Core team to streamline the use of communication supports across settings. She delivered a session designed to raise awareness of expressive language development and introduced a developmental progression framework (outlining communication skills from pre-verbal stages through to adult communication competence). The aim of this work is to support pupils in becoming reliable communicators, enabling them to express themselves clearly and safeguard their wellbeing as they move into young adulthood.

The Makaton project continues to go from strength to strength. Last term's focus was 'Respect' and saw our esteemed leader dressed as a cowboy, featuring in Toy Story's 'You've Got a Friend in Me'. This term, the theme is 'Happiness', and staff in Senior Core—with enthusiastic pupil input—are preparing to record, sign, and sing another. The Sign of the Week videos are now finalised and available on #MakatonMondays on our Facebook page.

Rachael has collaborated with the Engagement Pathway team to adapt the Core Word Programme to make it more relevant to the pupils at Cleaswell Hill School. The programme launched in the Autumn Terms 1 and 2 with a focus on the communication functions of 'Requesting and Rejecting'. Preparations are underway for the next phase, which will be implemented during the Spring Term.

Oracy

Rachael Howitt and Amy Shiels are working closely with Emma Dunn (Deputy Head) to increase whole-school awareness and understanding of Oracy, which has been identified as a new focus area for Ofsted. Work began in the Autumn Term with staff and pupil questionnaires to establish a baseline of current practice. The next step will be an Oracy learning walk and audit, the outcomes of which will inform future development and training priorities.

Mental Health and Wellbeing

Rachael Ford-Hutchinson is back in role as full time (4 days) Mental Health Lead, having covered Assistant Head and Phase Lead roles during 2024/25.

Rachael is currently delivering refresher training on the evidence base, rationale and delivery options for 'Language for Thinking' programs. In relation to this, there is collaboration with Amy Shiels to identify areas of need and appropriate cohorts within the context of extended classrooms.

Recently named as one of the PSHEE leads, Rachael and Helen McIntyre

(Phase Leader/PSHEE Lead) have formulated an action plan to involve all parties, in-line with wider school priorities (core curriculum, preparation for adulthood, assessment). There is a focus on identifying and creating appropriate, high-quality programmes (e.g. FRIENDS Resilience) that can be delivered to support curriculum delivery.

Rachael's role also includes providing pastoral support for children in the extended pathway, including those at the Appleby Centre. Pastoral Support requires a longer-term strategy and a review of the graduated response to mental health and wellbeing is necessary.

Juliet Ruddick



Admissions

As we move into the new school year, admissions remains extremely high on the agenda in order to admit and place pupils appropriately for September 2026. The recent restrictions imposed on the Local Authority funding of top-up bandings has meant that we are under significant pressure to challenge and ensure the funding for pupils admitted is right from the start. With this in mind, we maintain our rationale of visiting every pupil and carefully considering appropriate provision needed according to resources and spaces we have available in school before we confirm any placement. The funding crisis has meant that consideration of banding changes

will not be considered until Easter 2026.

The County have confirmed that there have so far been 118 placement requests for Cleaswell from pupils in Northumberland and we are receiving an inordinate amount of placement requests from out of County, including as far as Middlesbrough! The time taken to respond to these requests is extensive and the admissions team continue to meet every two weeks in order to stay within statutory timelines. The agenda is capped at 15 pupils.

In addition, we have received 5 tribunal notifications this term where parents have named Cleaswell in their appeal. In these cases, we are asked by the County to provide witness statements and further evidence that is compliant with the legal requirements as to why we feel we cannot meet need. There has been a 55% increase in the number of appeals being registered nationally, which suggests the trend isn't slowing down. Last year 95% of tribunals went in favour of the family, with 62% of these relating to Section I of the EHCP, which is the choice of educational placement favoured for their child. The next tribunal hearing is in March 2026. As educational professionals, it remains astounding that we are now having to defend the right of current pupils to have an efficient education with a compatible cohort and our right to say, "we're full!" We shall endeavour...

Emma Dunn

Appleby Centre



The Appleby Centre currently supports 41 students and 14 staff members, offering a broad curriculum from Entry Level to GCSE alongside vocational and enrichment opportunities. Students have settled well, and integration with the

main site is progressing through shared options and activities. Community engagement, careers guidance, and transition planning are strong, with new initiatives in horticulture and catering enhancing practical learning. Parent engagement remains a priority, with events planned to strengthen relationships.

12 students transitioned from the main site. Students have settled well into both core and optional lessons and all are appropriately set to work towards a range of qualifications.

We offer a broad curriculum designed to meet individual needs:

- English and Maths: Entry Level 1 through to GCSE
- Science: Entry Level and GCSE Biology
- PE: GCSE
- Art and Design: GCSE
- Digital Skills: Essential Digital Skills (Entry Level and Level 1)
- Vocational Courses:
 - BTEC Level 1 Home Cooking Skills
 - BTEC Entry Level 2 Pre-Vocational Studies
 - ASDAN Lifeskills Challenge

Students can access a wide range of vocational options, including horticulture, performing arts, sport, art, STEM, catering, humanities, and travel & tourism. On Fridays, students from both sites can choose options at either location, promoting integration and easing transition for those moving from the main site. We have arranged a range of community visits so far including:

- Air fryer lessons at Full Circle Food Project
- Duke of Edinburgh Bronze and Silver volunteering at Woodhorn Narrow Gauge Railway
- Visits to Bridge View Care Home for intergenerational activities
- Access to Hirst Welfare gym

- Careers and PfA curriculum trips (e.g. Starbucks, Metrocentre, Angel of the North)
- Lunchtime visits to local shops to develop independence



A staff member is completing a Social and Therapeutic Horticulture Practice course which is already enhancing our horticulture curriculum. Students have grown vegetables in the garden and polytunnel, which are used in catering lessons. Catering has been strengthened by the addition of a professional chef, accelerating skill development. Plans are underway to open a student-run café to provide work experience opportunities.

College visits have been organised to support post-16 decision-making. Transition discussions with parents are progressing well, supported by our new CEIAG Assistant, who is providing valuable advice and guidance.

The Appleby Centre continues to provide a supportive and ambitious learning environment where students can thrive academically, vocationally and personally. Our focus on integration, community engagement and practical skill development ensures that learners are well-prepared for their next steps.

With ongoing curriculum enhancements, strong careers guidance and active parental involvement, we remain committed to delivering high-quality education and opportunities that meet the diverse needs of our students.

Destinations Data/Leavers

During the academic year 24-25, 11 students left Cleaswell Hill School across Years 11, 12, and 13:

- Year 11: 6 students
- Year 12: 3 students
- Year 13: 2 students

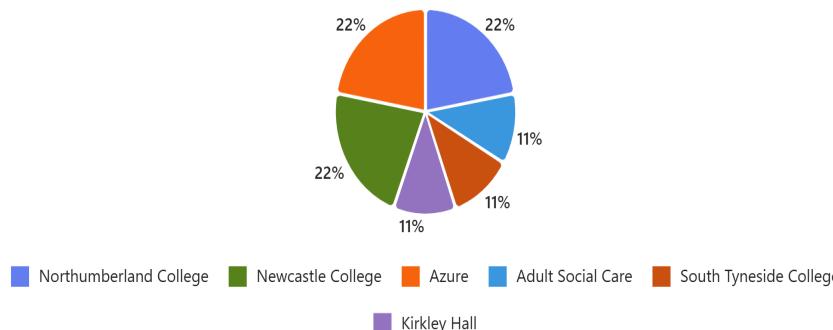
In addition, 19 students remained at Cleaswell Hill School for Sixth Form:

- Year 11 into Year 12: 10 students
- Year 12 into Year 13: 9 students

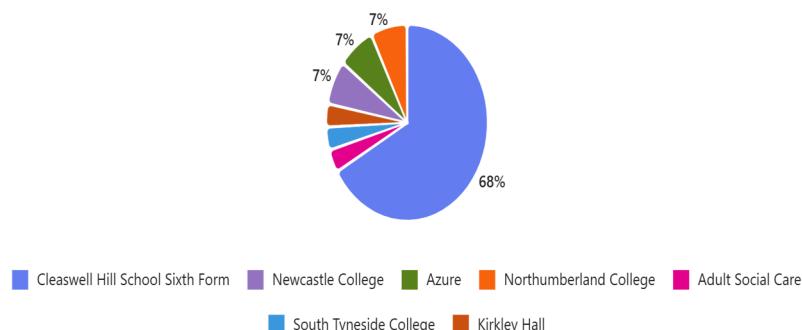
Destinations of Leavers

Destinations of Leavers

Northumberland College	2 students enrolled on Level 2 ICT courses.
Kirkley Hall (Northumberland College)	1 student joined the Foundation Pathways programme.
Azure	2 students enrolled on a Level 1 Retail course.
Newcastle College	1 student enrolled on a Level 1 Horticulture course.
South Tyneside College	1 student enrolled on a Level 2 Music Industry Skills course.
Adult Social Care Provision	1 student enrolled on a Level 1 Art and Design course.
	1 student enrolled on a Level 1 Performing Arts course.
	1 student transitioned into adult social care provision.



Overall Post 16 Destinations



Follow-Up and Tracking

Permission has been obtained from all school leavers to maintain annual contact for the next three years to monitor progress and placement stability. This proactive approach ensures continued support and enables the school to track long-term outcomes.

Key Observations

- The majority of leavers progressed to vocational courses at local colleges, reflecting strong partnerships with regional providers.
- Continued demand for Level 1 and Level 2 pathways highlights the importance of tailored transition planning.

One student's move into adult social care provision demonstrates the need for ongoing collaboration with external agencies for complex needs.

Charlotte Calcutt

Educational Visits

Educational visits and enrichment activities are a vital part of our curriculum, offering pupils meaningful opportunities to extend their learning beyond the classroom. These experiences serve as powerful teaching tools that support a wide range of developmental goals. They foster social, personal and emotional growth, encourage independence and help pupils consolidate their understanding of key topics through real-world application. In addition, such visits play a crucial role in preparing pupils for adulthood by enhancing communication skills, promoting resilience and nurturing tolerance in a variety of environments.



So far this autumn term, we have approved an impressive 72 visits, with many classes participating in weekly outings. These regular experiences not only enrich the curriculum but also create lasting memories and build confidence in our learners. Whether exploring local museums, engaging with nature or participating in community-based activities, each visit is carefully planned to support educational objectives and holistic development.

Julie Brown

Fusion - Development of Outward Facing Partnerships

Autumn Term Achievements

- **Developed a comprehensive Training & Support Package** – offering advisory support, observations, and both in-person and online training opportunities. As holders of the **Autism Education Trust (AET) licence** for Northumberland, we deliver accredited AET training across the county.
- **Strengthened our online and social media presence** – in collaboration with Reece Kelly (IT Technician), we launched a dedicated **Fusion webpage** (accessible via the main school website) featuring contact details and course listings. We also established **Instagram, Facebook, and LinkedIn** accounts, sharing daily SEND strategies in practice, research updates, and training/event promotions.
- **Introduced Eventbrite** to streamline course and event bookings.
- **Developed and delivered new interactive training workshops**, covering areas such as Colourful Semantics, Sensology, Attention Autism, and Forest School. Our September workshop was fully booked and received 100% positive feedback. Further Early Years sessions are planned for November, with Wise Academy expressing interest in integrating this training into their wider INSET programme.
- **Co-written and delivered new courses** with Rachel Howitt, including Anxiety-Based Demand Avoidance and Food & Nutrition in Children with Restrictive Diets. The latter has been successfully delivered as a live webinar in partnership with **GNSPH**.
- **Progress toward CPD accreditation** – following discussions with CPD Accreditation UK, we are working to accredit selected courses.
- **Expanded collaboration with Teaching School Hubs**, including Northern Lights and Three Rivers, to deliver AET courses and SEND conference sessions.
- **Maintained strong partnerships with GNEYPH** to deliver AET Early Years courses and webinars.
- **Continued collaborative work** with Wise Academy, Central, Bothal, and Castle Schools to support training and advisory needs.

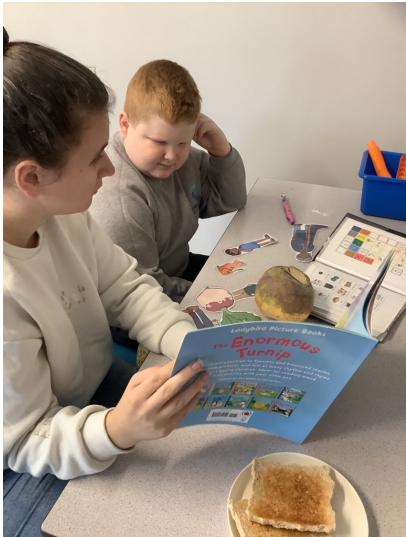
Future Plans

- Strengthen partnerships with current collaborators.

- Expand **bespoke training offers**, with a particular focus on secondary SEND needs.
- Develop **recorded webinars** (AET and professional development) for purchase via the website.
- Enhance **AET practice** within Cleaswell Hill School to remain a centre of excellence.
- Review and expand the **internal CPD programme** for staff, exploring an online platform to access and track training.
- Develop **parental partnership initiatives** to strengthen family engagement.
- Explore opportunities for the **retail of Cleaswell Hill's assessment systems**, including 'Launching Into' and the 'Core Word Programme'.

Abi McCarthy





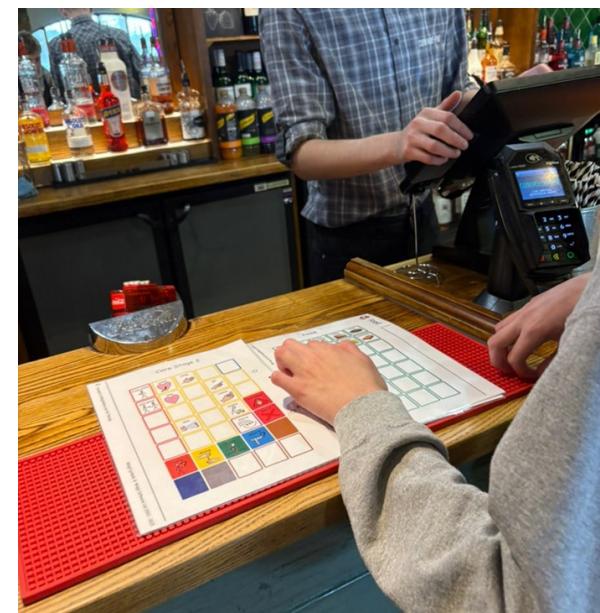
- ARFID Champions Programme (NHS England)
- Newman Trust Holidays
- Links with local schools; Wise Academy, Central, Bothal and Castle
- Federation of Special School Leaders (FLSE)
- Northumberland Mental Health Leads
- National Network of Special Schools
- Magic Breakfast

School Links

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

Additional links, are outlined below

- Student placements: Sunderland University (PGCE), Newcastle University (PGCE), Northumbria University (B.Ed., PGCE), SaLT, Nursing
- Work Experience placements for pupils
- Local FE Colleges
- Chartered College of Teaching
- Thinking School Network
- Great North Early Years Primary Hub
- The National College
- Sex Ed Forum
- Child Exploitation Online Protection (CEOP)



Autumn Term Diary Dates

Value- RESILIENCE

Training Day	1 September
SIP visit	5 September
Singing Hands Whole School Visit	18 September
SIP Visit	22 September
Governor Monitoring Visit – Pupil Premium	22 September
SIP Visit	24 September
Commuted Hours 1/6	24 September
Macmillan Coffee and Cakes	26 September
Moderation Meetings	30 September
Governor Monitoring Visit – Safeguarding	2 October
SIP Visit	8 October
Governor Monitoring Visit – Attendance and Behaviour	9 October
Governor Monitoring Visit – Personal Development	14 October
Phone Calls/October Letters	20 – 24 October
Whole School Pantomimes - Robin Hood	23 October
SIP Visit	24 October
Non-Uniform Day and Pumpkin Competition (Halloween)	24 October
End of Half Term	24 October

Value- HAPPINESS

School Photographs	3 November
Magic Breakfast Inspection	4 November
Governor Monitoring Visit – Curriculum and Teaching	5 November
SIP Visit	13 November
Headteacher Appraisal	14 November
Non-Uniform Day (Children in Need)	14 November
Indicative Budget Meeting	18 November
SIP Visit	
Governor Resource Management Committee Meeting	20 November
Governor Strategic Policy and Direction Committee Meeting	20 November
Full Governing Body Meeting including Safeguarding Refresher - Appleby Centre	25 November
Commuted Hours 2/6	
Non Uniform Day (Christmas Market Donations)	28 November
Moderation Meetings	2 December
Christmas Fair - Appleby Centre	2 December
Christmas Performance 1 - Platform One	4 December
Christmas Market – Main School	9 December
Christmas Lunch	11 December
Christmas Performance 2 - Platform One	11 December
Non-Uniform Day (Christmas)	19 December
End of Term	19 December



