

Local Authority School Improvement Partner Report 2024 - 2025

Cleaswell Hill School			
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: 16 TH June 2025
Focus	Leadership and management, Personal development, Quality of Education.	Engagement pathway provision. Quality of Education for most complex learners.	Quality of Education, Behaviour and Attitudes, Foundation subjects-PE, Personal Development, Assessment, website.

Last Inspection: June 2022											
Overall Effectiveness	○	Quality of Education	○	Behaviours and Attitudes	○	Personal Development	○	Leadership and Management	○	Early Years/Sixth form	○
Inspection AFIs											
<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 local training provider 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.
- 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 Headteacher 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 EHCPs 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'.
- **Cleaswell Hill School continues to go from strength to strength, embedding a culture where exceptional practice is not only expected—it is achieved daily. Leaders and Governors are unwavering in their commitment to excellence for all pupils, championing SEND provision as central to the school's**

ethos and strategic direction. The 5-Year Strategy includes ambitious plans to sustain high performance and the vision is reflected in every aspect of school life: from high-quality, personalised teaching and targeted interventions to innovative post-16 pathways, The Appleby Centre.

- The school development target to 'set the highest standards of effective performance and provision so that every child experiences excellence every day' is evidenced in professional discussions with leaders, robust self-evaluation, in depth of knowledge of pupil presentation of need and the specialist expertise of staff.
- The therapy team are invaluable in supporting each child to reach their potential. The additional specialist support is harnessed to ensure optimum impact. This school-based therapy team enhances the EHCP provision and are fundamental in enabling children to access learning. Therapy is central to the schools' inclusive approach, helping pupils develop communication, motor, and emotional skills vital for learning and within the context of the increasing complexity of need this support is crucial to enhancing pupils' quality of life.
- Close collaboration with staff and families is a strength of the school as staff and therapists support each child so they can thrive—both in the classroom and beyond.
- Staff are empowered through ongoing professional development and collaborative practice, fostering an environment of high expectation, specialist input and exceptional care. The result is a community where pupils with complex needs flourish academically, socially, and emotionally—and where their successes are a shared point of pride.
- Links with Northumbria University have been strengthened this term as the classroom-based enquiry model at Cleaswell will be published by the University in support of communicating best practice across the region.
- Plans to improve provision in Personal Development, the Core curriculum, PE and Assessments are well thought through and detailed timeframes and success criteria are established.

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.
- 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.
- The Core pathway now includes a higher number of pupils with severe and complex needs. As such the curriculum and assessment are under review. Leaders presented their self-evaluation information to the School Improvement Partner (SIP) and this has formed the basis of the review of provision.

Staff have been fully included in potential changes and are supportive of the need to adapt the curriculum framework for this cohort. This work is being developed at pace and will be in place next term.

- 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.
- During this SIP visit the lead SaLT accounted for the impact of the additional SaLT provision within school. The focus is the Extended pathway cohort and assessment of need has informed tailored interventions supporting progress and achievement. This is working well and further support for teachers is planned.
- Continued support for phase leaders as part of a structured leadership programme.
- The Headteacher 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 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.
- The development of phase leaders is emerging as a significant strength of the school, contributing to greater cohesion, consistency, and strategic direction across all key stages. The Headteacher has invested substantial time working closely within each phase, enabling a deeper understanding of both the daily operational challenges and the long-term developmental needs across the school. This is informing the 4th year Horizon intentions within the 5-Year Strategy. The feedback from Primary leaders involved in changes to roles and responsibilities is now guiding the redefinition of pathway and phase leaders in Secondary ensuring they are well-positioned to support the evolving needs of the pupil population. As part of this progression, the leadership model in the secondary phase will be aligned with that of the primary phase from September 2025. This unified approach is expected to drive pupil outcomes further.
- 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 within primary, 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.
- Early indicators show that the shift in leadership roles is already empowering leaders to take greater ownership of outcomes and drive improvement initiatives with increased confidence and accountability. Further development of leadership within school will entail a review of roles and responsibilities to sustain excellence over time.
- 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 outcome
 - The lack of suitable break out space to accommodate the increasingly complex profile of pupil need is impacting upon provision. However, the school leadership team remain highly creative in redesigning space and capitalising on opportunities, for example, re-purposing the Design Technology cupboard, as a multipurpose space. Cleaswell Hill school was built to accommodate moderate learning difficulties pupils, however, in September the school will provide for over 250 complex learners who require specialist provision including -sensory resources, therapy space, break out space in support of sensory and emotional regulation, rebound therapy etc. Estates management is ongoing and discussions with the LA on increasing the school's capacity will continue into the next academic year.
 - 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.
 - Leader's involvement in partner schools and organisations remains impactful. Civic leadership development is a goal within the 5-Year Strategy and ideas for outreach are at the planning stage for 2025/6.
 - 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.
 - The substantive lead for Personal Development has returned to school following a long term planned absence. This has increased capacity and the drive to strengthen Personal Development further by considering Core curriculum provision and assessment.
 - 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.
 - Links with the 3 Rivers Teaching School has supported the planning of a SENDco CPD event to develop SEND best practice in Northumberland. This is in the planning stage for a proposed event in September.
 - 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 website.

- Ongoing. All statutory information is included on the website. Updating information to reflect the school's strengths and recent innovative developments is being planned.
- Senior leaders have discussed ideas regarding the format for changes to the school website and have planned improvements. They are aware of the statutory information for maintained schools, that includes publishing:
 - Admission arrangements and appeals procedures. The school's admission policy has been updated to reflect the changing population of need.
 - Ofsted reports are published on the website.
 - Curriculum details for each subject and year group-this requires updating in line with changes to the core curriculum and assessment.
 - Pupil premium and PE/sport premium funding information- this will be updated before the end of the summer term.
 - Special educational needs (SEND) provision, comprehensive information is included on the present website.
 - School policies, including behaviour, complaints, and charging/remissions are available on the present website.
 - Governance information, including details of governors and their interests
 - Financial information, such as how many staff earn over £100,000, compliant
 - School opening hours and term dates, compliant.

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)
- Gestalt language processing was highlighted during the recent SIP visit and emerged as a key area of effective practice. Numerous leaders referenced the increasing confidence and success staff have experienced when using this approach to support pupils with ASD. The Lead SaLT is supporting staff in their understanding that many of the current ASD cohorts are not analytic language processors—who typically acquire language by understanding individual words and grammatical structures—but are instead Gestalt language processors (GLPs). These pupils develop language using phrases or “scripts” that hold more meaning for them. Staff are finding that a Gestalt approach reduces anxiety and builds confidence as by using familiar phrases, pupils can express themselves more comfortably. This can be especially helpful in reducing communication-related stress.
- Speech and Language therapy is an enhanced service at Cleaswell Hill and as the provision is part of a solution focused culture, need is identified, and strategies are rapidly implemented through a joint therapeutic and educational approach. This is impacting on pupil outcomes significantly.
- Further CPD on Gestalt is planned for September and leaders are keen to continue to develop links with external providers that will support staff training. This is ongoing.
- 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.

- A strategy is in place in support of pupil output. This includes developing the pre-requisite skills for handwriting –fine motor control, posture, sensory feedback, hand eye coordination, dexterity etc. Assessment includes a focus on pupil readiness to write, and this is being developed in support of class teams. The timetable will include therapy approaches to improving key skills to optimise pupil output.
- Forensically evaluate strengths and weaknesses within the PE and music curriculum to identify key areas of improvement.

See Quality of Education section.

Key areas of development have been established and an action plan to improve provision in PE will be in place this term.

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.
- Teaching personnel from Northumbria University will be attending an in-school CPD event where staff will share findings from their classroom-based research projects. This initiative exemplifies a high-impact model of professional development, fostering critical reflection, intellectual curiosity, and professional growth. Nineteen active research projects have been launched, including thought-provoking inquiries such as:
Does presenting new material in small, sequential steps enhance pupils' ability to accurately encode information into long-term memory?
Can the consistent use of visual thinking frames in structured lessons enable children to respond at a more advanced language level?
 This collaborative approach not only deepens pedagogical understanding but also strengthens the research culture within the school community which underpin best practice. Partnership working with Northumbria University is ongoing and includes Cleaswell leaders advising upon Master's Degree qualification in SEND.

- Year 3 Horizon intentions.

	National 23- 24 (source: here)			Autumn	Spring	Summer
	Primary	Secondary	Special			
Current number on roll	275	1063	149	253	251	numbe
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 pupil's 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.
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- 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.
- Curriculum provision has been strengthened further this term as the Core pathway leads respond to the changing needs of this pupil cohort.
- Assessment for the Engagement+ Engagement and Core pathway provision is under review to ensure it is aligned with curriculum outcomes. This change is a result of the increased complexity of pupil need within these cohorts. Leaders have researched best practice models and are planning a partnership school event to share curriculum models and assessment methods. This work will be ongoing into the autumn term.
- Leaders have taken a proactive approach in redesigning the Foundation Subject curriculum framework for both the Engagement and Core pathways. This refreshed curriculum is thoughtfully tailored to pupil need, featuring meaningful and relevant themes such as "Life Around Me," "Navigating the Community," and "Applying Taught Skills in Functional Situations." Each topic is carefully mapped to National Curriculum subjects, ensuring academic alignment while prioritising real-life application. For example, "Applying Taught Skills" integrates elements from the science curriculum by encouraging pupils to engage in simple, practical tasks—bridging the gap between subject knowledge and functional independence.

- A newly developed English two-year overview offers a highly structured and sequential approach to literacy instruction, closely aligned with carefully selected set texts. This comprehensive framework supports effective teacher planning and ensures breadth and progression across the subject. A diverse range of texts—including poetry, fiction, and non-fiction—is mapped to key learning outcomes and systematically organised across each curriculum pathway.
- The English leadership team, including the senior Speech and Language Therapist (SaLT) and the Essential Letters and Sounds phonics lead, demonstrate deep subject expertise and a shared passion for improving pupil outcomes. In addition, a sight vocabulary reading scheme is being introduced to support learners who are not able to decode text meaningfully due to the complexity of their SEND profile. This initiative will enable pupils to recognise high-frequency words, thereby enhancing access to functional learning opportunities and real-life literacy contexts.
- The management of the phonics approach in school is highly effective. Assessment informs practice and taught skills within intervention sessions are scaffolded into classroom work highly successfully. This is impacting readiness for reading.
- The school successfully introduced Launchpad for Literacy- a systematic skills-based approach and this has been successful in supporting progress. As a result, the school uses the 'launchpad' idea to support the early identification of gaps in learning linked to tailored interventions. This approach is increasingly necessary in relation to the changing needs of Cleaswell's population.

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 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 so far this term.
- Relational practice is strengthening a highly positive culture at Cleaswell Hill school. Mutual respect across the whole school community is evidenced in shifting the approach from managing behaviour to understanding and supporting the underlying needs that drive it.
- At its core, relational practice is about building trusting, respectful relationships between staff and pupils. In Cleaswell Hill, where pupils may face challenges with communication, emotional regulation, or social interaction, this approach is helping to create a sense of safety and belonging that leaders recognise is a key driver for positive behaviour and engagement. This is reducing the number of incidents of dysregulation and supporting pupils to self-reflect and manage their behaviour constructively.

- Listening to key staff who support standards in behaviour and attitudes across the school there is a sound understanding related to behaviour as communication. This understanding alters perceptions and supports staff to consider dysregulation objectively and apply taught strategies responsive to need.
- The relational model at Cleaswell draws on attachment theory and trauma-informed approaches, which are crucial for understanding the experiences of vulnerable pupils and supports a consistent approach to behaviour management.
- A recent relational practice monitoring activity has revealed that pupils' feel more valued and understood, which boosts self-esteem, motivation, and willingness to engage with learning. This is impacting upon progress and achievement.
- The analysis of incidents reveals a significant drop in the number of incidents reported in school from 695 in autumn 1, 2024 to 356 in summer ,1 2025. This is a positive overall trend. The Behaviour and Attitudes lead analyses data within the context of the pupil cohorts. This informs interventions, CPD and if necessary, a deeper analysis of antecedents to dysregulation. Data will continue to be monitored and approaches to learning adapted to meet need accordingly.

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

Staff continue to receive high levels of CPD related to the schools' NAPPI Positive Behaviour Support approach (Non-Abusive, Psychological, Physical Intervention) This approach is accredited through the British Learning and Disabilities and provides a framework to assess, manage and prevent challenging behaviour. The impact of this is evidenced in attendance/incidents data, stakeholder feedback, staff absence rates, progress and achievement.

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.

Staff have wholeheartedly embraced a relational practice approach. There are plans to pair strong practitioners in this approach with less experienced staff to embed relational practice across school which will be of significant benefit in supporting pupil wellbeing.

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.

Monitoring has played a key role in reinforcing the vision of nurturing trusting relationships within a positive school culture by providing ongoing insight into what's working and where support is needed. Monitoring has included tracking relational approaches in classrooms, reviewing staff-pupil interactions, and gathering feedback from pupils and staff. Further input could involve supporting transport personnel and parents in a relational practice approach and seeking feedback on the value of this.

Spring 2025

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

Exclusion is a very last resort at Cleaswell Hill as staff are highly skilled in modifying approaches to learning and nurturing pupils' wellbeing. There has been one fixed term exclusion in the first half of the summer term. The impact includes ensuring a safe environment for all pupils to learn, support for staffs' wellbeing due to the evaluation of need and subsequent actions, related to the exclusion.

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.
- There is significant impetus on further developing the Personal Development (PD) strand of the school's work. PD remains a strength at Cleaswell epitomised by the wide range of extracurricular/enriched learning opportunities across school. Activities include –sports, arts, clubs, events within and out of school, school day/residential trips and a commitment to ensure pupils have optimised opportunities to experience life beyond school. A coordinated, well-planned schedule of events allow pupils to explore interests, build confidence, and develop talents.
- A significant piece of work has been completed to inform the impact of extra-curricular and external partnership work at Cleaswell. This includes the detailing of proposed outcomes and the development of skills and knowledge, including developing pupil self-awareness, the management of feelings, work on healthy lifestyles, self-care, growing and changing, safety and making informed positive decisions. Impact statements are aligned with proposed learning outcomes. This will aid teacher planning and deepen staffs understanding of the impact of their efforts in supporting the range of wonderful experiences the school provides that enrich children's lives.

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.

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)

Pupils are motivated by enrichment activities and this impacts upon progress and achievement. Feedback from a recent residential trip was highly positive with staff reporting that pupils relished new experiences, embraced challenges and demonstrated great resilience. Improved learning outcomes included practising skills in functional situations leading to improved independence.

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.
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- 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 Headteacher 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.
- Northumbria University is collaborating with Cleaswell School to enhance educational outcomes through a shared commitment to evidence-informed practice. This strategic partnership not only enriches pedagogical knowledge and classroom application but also cultivates a dynamic research culture within the school community. By embedding academic inquiry into everyday practice, the collaboration empowers school staff to critically reflect, innovate, and implement strategies that underpin and elevate best practice across all levels of teaching and learning.
- Partnerships with external agencies/schools and businesses is providing opportunities for staff to engage in systems leadership across the sector. They benefit from liaising with partners on innovative ideas to strengthen Cleaswell Hill's provision further.
- Leaders have worked hard to preserve a school culture grounded in strong ethical and moral values. When speaking with staff, their drive to be the best they can be and strive for excellence is unmistakable. There is a palpable energy of creative thinking, pedagogical development, and a real openness to sharing ideas and celebrating progress. As the school SIP this is inspiring to see. A small point for reflection and within the context of workload; how can leaders continue to nurture such high aspirations while protecting Cleaswell's rich, vibrant culture of innovation and collaboration that makes the school so special? Harnessing staff ideas to support job satisfaction and expectation is a positive issue to tackle.
- Governors have been involved in 3 on site visits this term. These include two Governors visiting school to monitor and support Safeguarding, a Governors monitoring the 'Food and Nutrition project' and a Governor supporting the Quality of Education strand. All Governors involved have

submitted reports which include areas for further development. The involvement of Governors in the life of the school has positive impact and the way visits are structured provide opportunities to follow up agreed actions.

- Safeguarding the complex vulnerable learners at Cleaswell Hill continues to be challenging as external support is varied and requires high levels of senior leadership time to manage effectively. The school has trained more Designated Safeguarding Leaders (DSL) and plans are in place to provide supervision for DSLs in support of best practice, consistency of approach and continued robust reporting systems and processes. External support from Clennell continues to provide input and this is effective in ensuring policy and practice align. Contextual information continues to drive safeguarding decisions within the context of the 'explosion' of social media threats.
- Safeguarding learners continues to be at the heart of the school's work and a culture of vigilance has been sustained over time. Staff understand their role in keeping children safe and they see this as everyone's responsibility not just the DSLs.
- Staff receive up to date high quality training on safeguarding and they know how to spot signs of neglect, abuse or exploitation. Follow up work is rigorous and a relentless approach to seeking support for children and families is beneficial to the wellbeing of vulnerable learners.
- The school actively listens to pupils, values their voice, and creates an environment where they feel safe to speak up. PSHEE and online safety education empower children to understand risk and seek help when needed.

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 Headteacher 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.

This has proved supportive and the lead DSL at Cleaswell will be providing this support to all Cleaswell's DSLs. This is part of the school's wellbeing approach for staff.

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.

Spring 2025

- 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.
- Changes to the classroom environment continue to support pupil learning. There are limited opportunities to redesign space to optimise accessibility to the curriculum due to the nature of the school building, but leader have worked relentlessly to provide break-out, sensory and outdoor space to optimise pupil engagement.
- There are a small number of children in EY at Cleaswell and none are expected to join the school in 2026/7. Year 1 children continue to benefit from an early year's experiential, first hand approach to learning in line with their developmental stage.

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.

Pupils have met expectations, and many have exceeded target accomplishment from their starting points. Personal development is a strong feature of the Early Years approach and parental feedback is highly positive.

- 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.
- Leaders are working to plan curriculum change within Post 16 in preparation for highly complex learners who will be transitioning to sixth form.
- Assessment systems and processes will be further developed to support planned outcomes. New systems will align more closely to a whole school approach. This will support moderation and add challenge and support to optimise learning outcomes.
- Innovation continues to flourish and at pace with an exciting new venture: a food festival to celebrate school leavers, featuring a renowned chef. Students will take the lead in planning, shopping, preparing, and cooking gourmet meals for their friends and families—an authentic, hands-on experience that promotes a wide range of skills linked to accreditation.
- From September, the chef will work closely with the school to support health, wellbeing, and preparation for adulthood, forming part of a wider community initiative involving local businesses. The Headteacher envisions this becoming a permanent fixture in the school's provision, further enriching a culture where enterprise and real-life learning are central to student success.
- Staff and students alike are energised by this initiative, which reinforces the school's commitment to functional, purposeful learning that fosters independence. Meanwhile, administrative staff are actively pursuing grants to expand the project's reach and impact.
- The school's drama coursework culminates in a student-led production at a local theatre at the end of the summer term. Students engage in high-level creative thinking as they plan, coordinate, and deliver a performance for the wider community. This immersive experience nurtures personal development, independence, and a wealth of transferable skills, offering yet another example of how the school brings learning to life.

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.
Spring 2025

TO BE COMPLETED BY THE HEADTEACHER

Other information to note/feedback

- None currently

Requests to the LA for further support

- None currently.