Local Authority School Improvement Partner Report - Autumn 2021

Cleaswell Hill	
Headteacher:	**Michael Jackson**
Chair of Governors:	**Tim Chrisp**
School Improvement Partner:	**Lynn Watson**
Date of meeting:	**2nd December 2021**

Part 1	Most recent Ofsted Inspection Judgement November 2020	Current School Self Evaluation	Emerging LA Evaluation
Overall effectiveness	**Outstanding**	Outstanding	Outstanding
Quality of Education	*Only complete these sections*	Outstanding	Outstanding
Behaviour and Attitudes	*if the school has*	Outstanding	Outstanding
Personal Development	*been inspected*	Outstanding	Outstanding
Leadership and Management	*under Section 5*	Outstanding	Outstanding
Early Years/Sixth Form (delete as appropriate)	*since September 2019*	Outstanding	Outstanding

Northumberland EDUCATION

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Contextual Information

Type of school	SEND all age+post 16		Current number on roll	194	
Number and % of SEND pupils	194	100%	Number & % of disadvantaged pupils	89	46%

Has the Headteacher/Governing Board ensured that:

All Governors have read 'Keeping Children Safe in Education' (updated September 2021)	Yes/No
All staff (including volunteers) have read at least Part 1 of 'Keeping Children Safe in Education' (updated September 2021)	Yes/No
All governors and all staff have read and understood amendments and additions to Keeping Children Safe in Education following Ofsted's Review of Sexual Abuse in Schools and Colleges (June 2021)	Yes/No
Website is compliant with the most recent statutory guidance? (maintained schools) (academies/free schools)	Yes/No
Parent view feedback has been reviewed	Yes/No
Ofsted 'requested' documents (*para 78*) are in place?	Yes/No

Part 2

Quality of Education		
Intent	**School Evaluation** The school's quality of education intent is in place.	**Evidence** Possible areas to consider: • Are leaders following the national curriculum, or in academies a curriculum of similar breadth and ambition. *Cleaswell Hill has embedded a bespoke approach to the curriculum to meet the diverse needs of its population of SEND children and young people. There are three distinct pathways and designated leaders ensure each learning route is fit for purpose, sequential in nature and includes opportunities for formative and summative assessment. Evidence includes high levels*

		of scrutiny in relation to ensuring that the curriculum meets the needs of all learners for example; learning walks with pathways leads, governor visits, pathway leads linking with all three phases to ensure pupils needs are met within their designated pathway. There is a strong vision to ensure school- based therapy provision is central to curriculum delivery within the context of a fully integrated approach to education and therapy. The curriculum is a framework for supporting communication and engagement, it is comprehensive and ensures pupils have access to breadth and depth of learning opportunities. • Have leaders thought about what end points the curriculum is building towards and what pupils will be able to know and do at those end points? *Leaders plan challenging targets linked to and key areas of the curriculum and EHCP outcomes. There is a strong focus on ensuring all pupils have personalised targets in striving to develop their potential. Leaders have high expectations and assessment is an embedded element of school's provision.* • How does the intended curriculum address social disadvantage by addressing gaps in pupils' knowledge and skills? *Cleaswell Hill have robust and valid systems in place to identify and support the most disadvantaged pupils in school. PPG pupils are tracked diligently and all staff are aware of those pupils who require additional support to optimise learning opportunities. The curriculum is differentiated into 3 pathways and pupils learning is tracked to ensure equality of opportunity. Assessment is at the heart of the* school's *approach to learning and pupils who are not on track to meet targets are rapidly identified and interventions are put in place to ensure progression is in line with potential.* • Is the curriculum sequenced and taught in a logical progression, **from early years** (where relevant), to enable pupils to build their knowledge and skills towards the agreed end points? *The 3 curriculum pathways are sequentially planned. Due to the nature of pupils SEND a bespoke approach ensures all have optimised opportunities to learn and progress commensurate to ability. This is an area of strength for Cleaswell Hill as an exceptional understanding of pupils needs leads to all making progress in line with or exceeding expectations. Those pupils at risk of underperforming are identified and interventions are planned enabling pupils to optimise opportunities to learn and develop.* • Has the curriculum been designed and taught so that pupils read at an age-appropriate level? *The school is presently reviewing its En curriculum to ensure it meets the severe and complex needs of the pupils in school. Reading is prioritised appropriately and across the curriculum for those pupils who can decode text and understand what they are reading. For non-verbal pupils, communication, symbol use/visual communication is used highly effectively. The work with the school-based SaLT includes detailed assessment of pupil's levels of understanding. This supports staff in providing specialist approaches to literacy linked to assessed need. The school-based SaLT provides training and advice to ensure pupils maximise their ability to engage and communicate at a level commensurate to ability. Pupil's at Cleaswell Hill read at an appropriate level in line with ability and opportunities across the curriculum to read are maximised. Reading for*

		enjoyment is planned and additional rich resources are in place to support pupil's motivation. The 'interventions team' utilises many phonological awareness tools to support literacy development including Nuffield Early Language. • What does each subject give each child above and beyond the national curriculum (cultural capital, ambition, success in later life)? *Staff know pupils very well and as a result they capitalise on areas of strength and celebrate achievement. (Two pupils racing one another in standing frames recently was an example of staff going above and beyond to provide opportunities for physically disabled children to have fun and as a result of being able to stand and move, build confidence and self-esteem). Cleaswell Hill is a school where every child is encouraged to develop their individual personalities. Pupils are cherished and relationships are nurtured.* • Does the curriculum reflect the school's local context by addressing identified gaps in pupils' knowledge and skills? *Pupil's travel to school via LA transport they do not all attend from the local community. Relationships with parents and families are exceptionally strong and together school and homework to address any gaps in knowledge and skills. Assessment is robust and gaps in learning are rapidly identified and addressed. The school has an 'interventions' team which works with small groups of pupils to boost learning. This approach is monitored to ensure value added learning.* • As a result of the pandemic, does curriculum planning take into account any delays or gaps in learning? *Cleaswell Hill carried out baseline assessment procedures during and following restricted periods where pupils access to school was problematic. This has enabled staff to identify areas of need and address these. On-going assessment is tracking pupils progress robustly and data is used effectively to identify need and support actions to ensure pupils are on track to achieve pre Covid levels of progress and achievement. This has been a very strong feature of Cleaswell Hills provision during covid restrictions as evidenced by target setting procedures and curriculum data analysis.*
Implementation	**School Evaluation** The school's plan for the implementation of its curriculum is fully in place.	**Evidence** Possible areas to consider: • Can curriculum and subject leaders and teachers articulate and provide evidence of: - the programme of study that classes are following for particular subjects or topics? *Teachers at Cleaswell Hill specialise in a range of SEND interventions including SCERTS, sensory integration, language and learning and ASD. These staff, as well as subject lead, are clear and articulate regarding provision for pupils in school with regard to the approaches used, including how to ensure pupils access the curriculum. Staff know and understand the routes for learning for all pupils in their care.* - the intended end points towards which those pupils are working? *Summative assessments indicate how well pupils are progressing towards designated targets/end points. Leaders are clear about expected progress and expectations are very high.* - their view of how pupils are progressing through the curriculum?

		The assessment systems at Cleaswell are very well established and responsive to need. There is 'triangulated' evidence of how well pupils are progressing through their programmes. - what it looks like for pupils with special educational needs and/or disabilities? *Cleaswell remains an 'outstanding' school provision for SEND pupils. There is a wealth of evidence as to how well pupils' needs are met.* • How do you ensure pupils have the prior knowledge needed to access the current content being taught, including disadvantaged pupils and pupils with special education needs and/or disabilities? *The school employs a small team of therapists who work in partnership with staff to ensure the prerequisites for learning, including SaLT and OT assessment data supports pupils access to learning at a level commensurate to ability. Vocabulary building, phonological awareness work and specialist programmes are tailored to need to ensure pupils have the knowledge and skills they need to generalise learning in a range of topics. Equality of opportunity is well established for all pupils.* • Is the school fully versed in the implementation of phonics, reading and mathematics? *Where appropriate programmes to support access to literacy are employed highly effectively. These include 'Essential Letters and Sounds' and 'Letters and Sounds'. A member of Cleaswell Hill is part of a national phonics working party and feedback is positive regarding how the school is implementing programmes to support access to literacy for a SEND population.* • What pupil voice activities are part of your planned monitoring cycle? *Communication is a key driver for all pupils in school, including non- verbal pupils. Staff know pupils well and use voice output devices to ensure a small cohort of pupils do have a voice and are involved in decision making associated with their daily activities. The SaLT supports pupils accessing learning and staff ensure all pupils have opportunities to discuss their ideas. Surveys to establish pupil's views on key aspects of the school's provision influence change appropriately.*
Emerging questions • Is data from monitoring the curriculum used to improve outcomes further? *Curriculum leads and Phase leaders have been involved in high levels of scrutiny (deep dives) to evaluate and reflect on areas which could be further improved. This has resulted in establishing key whole school or phase development targets.*		

Behaviours and Attitudes

Evidence to support the school's self-evaluation

Possible areas to consider:

- Policy, practice and consistency.
  The introduction of a specialist approach to identifying antecedents to behaviour concerns and the subsequent CPD for staff has improved pupils access to learning, particularly for the severe and complex ASD population. Behaviour and attitudes are an area of school provision which is highly effective within the context of pupils SEND diagnosis and presentation. The school has worked hard to engage LA agencies in support of pupils who can struggle to regulate their behaviour, as part of their presentation of need. This proactive approach is impacting upon pupils and their families accessing specialist advice and support.
  - The evidence the school has gathered from pupils and staff about school culture and practice in relation to pupils' behaviour, support for staff and other systems, including:
  - pupils who have experienced sanctions under the school's behaviour policy? NA
  - pupils with SEND, children looked after, those with medical needs and those with mental health needs?
    This is 100% of the school's population. All pupils at risk of not accessing learning are identified and specialist support is actioned rapidly. As a result, there is little lost learning and pupils have every opportunity to engage and learn in a highly supportive environment.
- Analysis of absence and exclusions and the impact of actions taken.
  Absence data is collated and analysed effectively and any pupils at risk of absence or who have found it difficult to attend school are supported and systems are in place to ensure they re-engage as soon as possible. Leaders are well aware of the link between absence and safeguarding their highly vulnerable pupils. They are diligent in following up any absence.

Emerging questions

- How often is absence data analysed?
  All absence is discussed on a daily basis by staff teams and or leaders. Concerns are escalated quickly and follow up actioned within a short time of an absence being reported. Data is presented to governors on link visits and at every board meeting. Senior leaders analyse absence data if and when necessary and half termly as part of overall data analysis.

Personal Development

Emerging questions

- Will policy documentation on RSE include how to approach this subject with all cohorts?
  The lead professional on RSE is reviewing the subject and policy documentation to include 3 intentions linked to the 3 curriculum pathways. Pathways are linked to pupils' cognitive abilities and RSE activities will be differentiated accordingly.

Leadership and Management

Evidence to support the school's self-evaluation

Possible areas to consider:

- How well do leaders articulate a clear and ambitious vision for **all** pupils?
  This is an embedded aspect of Cleaswell Hill's leadership. Vision and values are strong and as a result, the culture in school is highly positive and productive. Staff focus on the needs of pupils and this is modelled and reinforced by leaders at every opportunity. The culture at Cleaswell Hill is excellent in supporting all its community to give of their best in support of all pupils. The vision is linked to Cleaswell being the very best version of itself and staff appreciate they are life-long learners in supporting the severe and complex needs of pupils. They know they are valued and this in turn supports them to do the best job they can every day.
- How well do leaders articulate how the size of the school has shaped the model for its curriculum delivery?
  The size and profiles of the SEND pupils who attend Cleaswell Hill has influence the curriculum content and pedagogy significantly. As a result of a highly personalised approach all pupils access learning and achieve in line with expectations or for some pupils beyond expectations.
- Continuous professional development opportunities and how these link to school priorities.
  The school's approach to CPD is research based and links to evaluative need and pupil's profile of SEND. The employment of therapy staff has impacted on the level of specialisms within school and plans to train staff in specialist approaches is ongoing. This is a very strong feature of Cleaswell Hill and linked to an innovative and creative vision for the school.
- Community engagement
  This has been hindered due to restrictions and the vulnerability of some pupils. However, for example post 16 have brought the community into school by videoing work placements in preparation for pupils accessing off site provisions when appropriate'
- Staff workload and wellbeing.
  Staff well-being is considered when any change is planned. Staff have access to leaders who encourage them to discuss any issues or concerns The school is highly solution focussed and staff are aware they will be supported if they are struggling with any aspect of well-being.
- Role of governors and how they fulfil their statutory duties.

All statutory duties are carried out diligently. Governors are involved in link visits and their reflections influence and shape strategy. Link visits are planned to follow up key aspects of school performance. Governors are supportive and challenging in their vision for sustained excellence.

- Is the safeguarding policy consistently applied to ensure pupils feel safe and comfortable in school, including links to equalities?
  Safeguarding remains a priority for Cleaswell Hill. All statutory duties are in place including an update to Keeping Children Safe in Education policy and practice. This is a strength of the school and highly positive relationships with community services impacts upon a joint approach to keeping children safe and supporting families. Safeguarding is an embedded aspect of Cleaswell Hill's provision.
- How does your curriculum teach pupils where to get help, how to stay safe and how to recognise harmful content online, including governors' knowledge of this?
  There is a strong culture of vigilance and as staff have close relationships with families they are alerted to any concerns and follow these up effectively. Close scrutiny and attention to pupil's needs is a priority, particularly for non-verbal, ASD, severe learning difficulties children and young people. Where appropriate to need safety is taught discreetly and pupils are encouraged to make safe choices. This includes e safety as in line with policy.

Special educational needs and/or disabilities

How do leaders ensure that decisions are informed by the insights of parents, children and young people themselves (this includes at the level of individual needs and support plans, and also higher-level decisions for example writing SEN information reports, school development plans, etc.)?

Families are considered partners in the development and education of children at Cleaswell Hill. Subsequently relationships are positive and parents' feedback is verbal, through diaries and special events, telephone contact, email and at meetings in school. Target setting through the annual review process is joint between school and home and the school is working on ensuring targets are measurable in support of outcomes. Parental surveys are carried out at least annually and parental feedback influences school development targets. For example, parents are now meeting with senior staff to discuss key topics of school provision regularly.

Emerging questions

Are there any long-term plans in place to support sustaining outstanding provision?

The school has an embedded cycle to school improvement including SEF, SDP and reviews. The HT is presently coordinating a 5-year strategy to include workforce planning, long term vision, financial planning, population and community support etc. This approach involves the whole school community, including governors, in considering where the school will be in 5 years from now.

Early Years (EYFS)

Evidence to support the school's self-evaluation

Possible areas to consider:

- Can **all** subject leaders, in addition to EYFS leaders, articulate their broad and ambitious curriculum intent and implementation from entry to the EYFS to the end of Year 4/6
  Following an EYFS Self-evaluation exercise the Phase 1 leader has articulated a clear plan for provision to meet the complex needs of learners in this phase. EYFS staff are working with curriculum leaders to consider what En looks like, for example, within their phase for their complex learners.
- How does subject monitoring and evaluation within the school include the EYFS, including the extent to which the curriculum meets the needs of **all** pupils, particularly any pupils with SEND and those that are most disadvantaged?
  Monitoring is part of the whole school's approach to scrutinising all aspects of provision. This leads to key improvements being targeted appropriately.
- The school's curriculum intent and implementation for synthetic phonics, early reading and early mathematics and how they ensure children communicate effectively using a wide vocabulary.
  This is bespoke and personalised to need. A framework for learning includes therapeutic approaches to maximise pupils access to learning in ensuring the pre requisites, including, listening and looking are part of the EYFS approach. On entry pupils are baselined and in consideration of their profile of needs a learning plan is established including measurable targets. Emerging literacy is a strong feature of provision.
- How the school knows if children, particularly the youngest children, in EYFS feel safe and if they are happy, stimulated and secure?
  Staff know their pupils very well and have strong, positive relationships with families. They observe pupil's presentation to assess levels of need and where appropriate they use sign symbols or voice to find out if pupils feel safe and happy. Pupils who can, articulate their feelings through answering key questions tailored to levels of comprehension. Staff understand that behaviour is a communication and consequently they are alerted to any changes in presentation.

Emerging questions

- How are admissions managed in phase 1?
  The lead therapist, phase 1 leaders and HT consider the admissions to school in line with LA policy. Parents are encouraged to visit (Covid restrictions) and discussions regarding provision and need are a key part of the school's approach.

Sixth Form

Evidence to support the school's self-evaluation

Possible areas to consider:

- The extent to which leaders and teachers have high expectations for attainment and progress.
  This is part of a whole school culture where best outcomes are part of on-going discussions with students and their families. Staff have very high expectations of students in post 16 and this is evident in the setting of challenging targets for improvement.
- Effectiveness of the systems they use to monitor and develop the quality of sixth form programmes for all students, including the most disadvantaged and those with high needs.

The phase 5 leader is part of a network of providers and she works diligently to find out what even better practice looks like and implements any improvements accordingly. Monitoring is part of a whole school approach and moderation involves partner schools. Cohort analysis of data includes disadvantaged pupils' attainment and interventions are actioned rapidly is a student is at risk of underachievement.

- How the school enables students to:
  - develop personal, social and independent learning skills
    This is a feature of whole school development and a focus of post 16 provision. Links with local businesses and colleges support students to experience life after school. There is an embedded approach to maximising independence in post 16 and an ambitious approach to ensuring there are no NEETs and that every student has opportunities to learn how to access community activities.
  - achieve high levels of punctuality and attendance
    Students use LA taxi services to attend Cleaswell as they live some distance from the school. Post 16 works to encourage pupil's independence and tries to support independent travel fs possible. Punctuality and attendance are discussed and supported as part of a whole school approach.
  - How does school prepare for employment or progress to higher levels of study including work experience or industry placements?
    Post 16 staff have worked hard to establish trusting relationships with numerous post 16 providers and businesses in the region.
    100% of students have access to work related learning or work experience as part of a planned approach to preparing students for life after Cleaswell.

Emerging questions

- How have restrictions impacted upon work experience opportunities?
  Post 16 has developed an innovative way of ensuring students can experience what the world of work looks like. Staff have visited work placements and videoed aspects of the experience to discuss with students in school. Visitors have attended school, where appropriate, and on-line meetings have involved students finding out what the next steps in their learning will entail.

Areas for Improvement following the meeting (linked to the school development plan)

- Complete RSE review and policy update and ensure all staff are clear regarding the approach to this subject from early years to post 16.
- Complete the En review to embed the approach to literacy for the most severe and complex pupils. What constitutes En learning for non-verbal children for example?
- Develop strategic thinking further within the context of the 5-year plan
- Further consider roles and responsibilities of the SLT within the context of the newly appointed AHT.