Local Authority School Improvement Partner Report 2026 – 2027

Name of School			
Headteacher	Mike Jackson		
Chair of Governors	Tim Chrisp		
School Improvement Partner	Lynn Watson		
Dates of meetings	**Autumn:** November 2026	**Spring:**	**Summer:**

Focus of the visits
Autumn term: Leadership and Governance, Personal Development, Achievement, Inclusion, Safeguarding, Behaviour and Attendance, Post 16.
Spring term:
Summer term:

The school currently regards its strengths to be:

- Exceptional safeguarding culture with strong systems, highly skilled staff and effective multi-agency partnerships that keep pupils safe and supported.
- Sector-leading inclusive practice where integrated therapy, personalised pathways and ambitious expectations enable pupils to thrive.
- Strong achievement and progress, with pupils frequently exceeding expectations from their starting points despite significant needs.
- Innovative curriculum and preparation for adulthood, developing independence, communication, employability and life skills.
- Highly effective attendance, behaviour and relational practice, creating calm, purposeful environments where pupils engage successfully in learning.
- Rich personal development offer, providing extensive enrichment, and community link opportunities.
- Research-informed professional development that creates a highly skilled, reflective and stable workforce.
- Visionary leadership and rigorous governance, driving continuous improvement through evidence-based decision-making.
- Recognised regional and national influence in SEND, through Fusion Learning Hub, NEN, university partnerships and system leadership.
- Transformational impact on pupils' life chances, evidenced through improved achievement, wellbeing, independence, successful transitions and future destinations.

The school currently regards the areas for development to be:
• Further develop and publish the approach to phonics for severe learning profile children, working with regional partners in Essential Letters and Sounds. • Continue refining preparation for adulthood tracking to demonstrate further long-term impact on independence, employment and destination outcomes. • Expand work-related learning, vocational pathways and accreditation opportunities across all phases, now the catering facility is operational. • Develop evaluation systems to capture and evidence the impact of personal development, enrichment and pupil voice initiatives over time. • Continue to refine curriculum pathways in response to the increasing complexity and changing needs of the pupil cohort re White Paper. • Further strengthen family partnership through the development of the Family Partner role and enhanced co-production of key aspects of the school's provision. • Extend the reach and impact of Fusion Learning Hub, NEN and research partnerships to further strengthen system leadership and sector influence. • Sustain succession planning and workforce development to ensure leadership capacity, specialist expertise and school improvement remain strong over time. Ensure the transition of the newly appointed Headteacher continues to secure sustainable improvement. • Continue developing evidence that demonstrates the long-term impact of the school's exceptional practice on pupils' life chances, independence and future destinations. • Review therapy provision to ensure the model reflects need and future challenges. • Consider leadership roles to ensure they reflect the school's ambitions within the context of the next 5-year Strategy. • Continued high levels of support for the Lead DSL as her role develops and she strengthens community partnerships. • Further embed the oracy project.

Last inspection: (June/2022)				Link to the school's Ofsted page: https://reports.ofsted.gov.uk/provider/25/122382 https://www.cleaswellhill.northumberland.sch.uk/main/key-information/ofsted-reports							
Overall Effectiveness	○	**Quality of Education**	○	**Behaviours and Attitudes**	○	**Personal Development**	○	**Leadership and Management**	○	**Early Years/ Sixth form**	○
Inspection AFIs											
• **None identified**											

Inclusion	E/SS/ES /NA/UI	**Curriculum and Teaching**	E/SS/ES /NA/UI	**Achievement**	E/SS/ES /NA/UI	**Attendance and Behaviour**	E/SS/ES /NA/UI	**Personal Development & Wellbeing**	E/SS/ES /NA/UI	**Leadership and Governance**	E/SS/ES /NA/UI	**Early Years/ Sixth Form**	E/SS/ES /NA/UI

Inspection next steps:

-

Contextual data

	National 2025 - 2026			Autumn (to date)	Spring	Summer
	Primary	**Secondary**	**Special**			
Current number on roll	267	1058	162	255	number	number
Overall attendance (year 1 and above)	94.7%	91.4%	86.8%	91.3%	%	%
FSM attendance	91.8%	86.5%	84.7%	85.4%	% (number)	% (number)
EHCP attendance	89.1%	81.7%	87.1%	91.3%	% (number)	% (number)
SEN Support attendance	92.7%	86.4%	59.8%	91.3%	% (number)	% (number)
% Persistent absentees	13.9%	24.2%	36.3%	23.4%	% (number)	% (number)
% and number of EHCPs	4.1%	3.5%	99.5%	100% (255)	% (number)	% (number)
% and number of SEND Support	15.4%	14.1%	0.4%	0% (0)	% (number)	% (number)
% and number of FSM pupils	24.9%	27.3%	50.9%	41.4% (105)	% (number)	% (number)
% and number of pupils known/previously known to social care				34.7% (89)	% (number)	% (number)
Length of the school week	30hours 25 minutes			Guidance: Length of the school week - non-statutory guidance		

Which phonics scheme do you use?	Essential Letters and Sounds.

Inclusion

Evidence in support of the school's self-evaluation includes:

Overall-Leaders have established a transformational model of inclusion where assessment, integrated therapy, high-quality teaching and family partnership work seamlessly together to identify need early, remove barriers precisely and secure consistently strong outcomes for pupils with complex SEND profiles.

- In line with Ofsted's characteristics of exceptional practice, leaders demonstrate an in-depth understanding of pupils' individual barriers, using EHCP reviews, PLIMs, therapy evidence, attendance data, pupil voice and case sampling to ensure provision is continually refined and highly responsive.
- The stage-not-age pathway model, total communication approach, sensory-aware environments and relational practice enable pupils to access learning successfully, reducing dependence on additional adaptations and promoting increasing independence and self-regulation.
- Outcomes demonstrate the effectiveness of this approach. Pupils make strong progress from their individual starting points and many achieve or exceed curriculum, EHCP and personalised targets. Improvements in communication, engagement, attendance, independence and preparation for adulthood provide clear evidence of impact.
- Professional development has been transformational in strengthening staff expertise. NEN training, integrated therapeutic support and evidence-informed professional learning have created a highly consistent neuroinclusive culture where staff confidently identify barriers and implement effective strategies to maximise achievement.
- Leaders demonstrate a strong commitment to equity. Analysis of Pupil Premium outcomes shows disadvantaged pupils achieve highly, with participation, achievement and aspirations comparable to, and in some areas exceeding, those of their peers.
- Preparation for adulthood is embedded throughout the curriculum. EHCP outcomes and PfA goals shape curriculum design, therapeutic provision and assessment, ensuring pupils develop the skills, confidence and independence required for successful future destinations.
- Families and external agencies are genuine partners in provision. Collaborative working strengthens contextual safeguarding, supports holistic development and ensures provision reflects pupils' needs and aspirations.
- The school's influence extends well beyond its own community. Through Fusion Learning Hub, NEN and university partnerships, leaders provide exceptional system leadership, sharing evidence-informed practice and contributing to improved SEND provision across the region

Impact

- Strong achievement from individual starting points, with many pupils meeting or exceeding curriculum, EHCP and personalised outcomes.

- Increased independence, communication, self-regulation and readiness for adulthood.
- Reduced barriers to learning through integrated therapy, neuroinclusive practice and personalised support.
- Improved attendance, engagement and participation for pupils with complex and intersecting needs.
- Disadvantaged pupils achieve strongly, demonstrating equitable access and outcomes.
- Positive destinations, successful transitions and enhanced life chances.
- Highly skilled staff consistently applying evidence-informed inclusive practice.
- Regional and national influence through Fusion, NEN and partnership work, extending impact beyond the school.

Emerging questions (please write as questions)

- Which aspects of the school's inclusive practice have had the greatest impact on pupils' life chances and future destinations?
- What is the strongest evidence that Cleaswell Hill's inclusive approach is transformational?

Curriculum and teaching

Evidence in support of the school's self-evaluation includes:

Overall- Cleaswell Hill provides an exceptional, highly personalised curriculum and teaching offer that combines ambitious learning, therapeutic support and evidence-informed practice. Strong leadership, rigorous quality assurance and sustained investment in professional development ensure pupils achieve transformational outcomes and are well prepared for adulthood.

- The school provides highly effective education that closes attainment gaps, reduces absence, and improves pupils' communication, independence and emotional regulation, preparing them successfully for further education, employment and adulthood.
- Parent feedback remains overwhelmingly positive and reflects high levels of confidence in the school's provision and outcomes.
- Curricula are exceptionally well designed and carefully aligned to pupils' individual needs. Ambitious pathway models ensure coherent progression of knowledge, skills and independence over time, supported by clear curriculum rationales.
- EHCPs and Personalised Learning Intentions Maps (PLIMs) are used effectively to personalise curriculum delivery, with regular pupil progress meetings ensuring adaptations lead to measurable improvements in communication, regulation, independence and academic achievement.
- Robust monitoring, moderation and quality assurance systems ensure curriculum implementation remains consistent, well-sequenced and responsive to pupils' changing needs.
- A fully integrated therapeutic curriculum enables pupils' physical, sensory, emotional and communication needs to be addressed proactively, ensuring pupils are ready to engage in ambitious learning.

- Reading remains a high priority. Targeted phonics interventions support strong progress from starting points, improving pupils' access to the wider curriculum.
- Pupil achievement is tracked meticulously against EHCP outcomes, PLIM targets and curriculum goals, enabling timely intervention and sustained progress for all learners.
- Teaching is consistently strong and very often exceptional. Learning experiences are highly engaging, carefully matched to individual need and supported by effective modelling, scaffolding, retrieval practice and metacognitive approaches.
- Leaders maintain a relentless focus on teaching quality through rigorous quality assurance processes, resulting in continuous improvement and consistently high standards across the school.
- Professional learning and development are significant strengths. A comprehensive evidence-informed programme supports staff at all career stages, developing reflective practitioners with deep expertise in SEND pedagogy.
- Annual class-based action research projects and strong partnerships with higher education institutions contribute to a highly reflective, research-informed culture that influences practice both within and beyond the school. Northumbria University has published the results of the action research in national forums impacting the sector.
- Early Career Teachers benefit from personalised support, expert mentoring and instructional coaching, contributing to strong professional growth and regional influence on SEND-focused teacher development. This work has received high praise from the Initial Teacher Training provider and has informed practice across the region.
- Teaching Assistants receive high-quality professional development informed by appraisal and gap analysis, strengthening expertise in communication, regulation, adaptive teaching and therapeutic practice.
- Therapists play a central role in building whole-school expertise, enhancing staff understanding of neuroinclusive, sensory, communication and trauma-informed approaches.
- Leaders have successfully strengthened curriculum pathways, subject leadership, transition planning, professional development and cross-site collaboration, ensuring provision remains ambitious and responsive to increasingly complex pupil needs.
- The school demonstrates exceptional outward-facing leadership through the Fusion Learning Hub, Neuroinclusive Education Network and university partnerships, making a significant contribution to SEND practice regionally and nationally.
- The school's oracy programme, supported by SALTs will develop pupil's confidence, communication and self-advocacy skills as improved speaking and listening will further strengthen learning across the curriculum particularly for Extended pathway pupils.

Impact

- Pupils make strong and sustained progress from their starting points in communication, independence, emotional regulation and academic achievement.

- A highly personalised curriculum and integrated therapeutic approach enable pupils to overcome barriers to learning and access ambitious learning opportunities.
- Teaching is consistently strong and often exceptional, leading to high levels of engagement, achievement and independence.
- Reading outcomes improve through effective phonics and literacy provision, including oracy as pupils become more confident communicators who can participate fully in learning, building positive relationships and becoming increasingly more independent.
- Robust assessment and tracking systems ensure timely intervention and measurable progress towards EHCP and curriculum outcomes.
- Staff expertise continues to grow through a comprehensive professional learning programme, action research and university partnerships.
- High-quality induction, coaching and professional development contribute to a skilled, reflective and stable workforce.
- Pupils are increasingly well prepared for future destinations, community participation and successful adulthood.
- The school's research, training and partnership work positively influence SEND practice across the region and nationally.

Emerging questions (please write as questions)

- What is the impact of the work undertaken to strengthen subject leadership?

Achievement

Evidence in support of the school's self-evaluation includes:

Overall: Achievement has been significantly strengthened, and a coherent, robust evidence base informs next steps in pupil learning, removing barriers and informing interventions that accelerate progress.

- Achievement is underpinned by particularly strong communication and language development, effective reading provision, inclusive approaches to literacy and mathematics, and integrated therapeutic support that removes barriers to learning. Leaders identify gaps early, adapt provision precisely and evaluate impact rigorously through regular monitoring, ensuring pupils remain on ambitious pathways regardless of need or level of complexity.
- Outcomes demonstrate sustained progress across curriculum, EHCP/PLIM and accreditation measures. Whole-school curriculum achievement has improved significantly over time, PLIM achievement remains strong, disadvantaged pupils achieve at least as well as their peers, and pupils secure meaningful qualifications, accreditation and positive destinations. Leaders also demonstrate a sophisticated understanding of achievement within a specialist context, using national information appropriately whilst ensuring that curriculum, EHCP and Preparation for Adulthood outcomes provide a complete picture of success.

- The school's greatest strength lies in the way achievement is viewed holistically. Academic learning, communication, independence, regulation, therapeutic development and Preparation for Adulthood are connected through a coherent assessment framework that enables leaders to demonstrate strong progress for all pupils, including those whose achievement cannot be accurately reflected through national tests and examinations alone.
- The school's achievement profile should be viewed within the context of a highly specialist setting where many pupils face substantial barriers to learning arising from complex SEND. These barriers can affect communication, cognition, physical access, independence, emotional regulation and readiness to learn. The consistently strong achievement data reflects the success of leaders and staff in reducing these barriers over time, enabling pupils to acquire and apply knowledge, develop independence and secure meaningful qualifications, accreditation and destination outcomes.
- Phonics- 23 of 24 pupils (96%) made progress in at least one assessed area.
- 21 pupils (88%) made progress in two or more assessed areas.
- 16 pupils (67%) made progress across all three assessed areas (phoneme knowledge, blending and high-frequency word recognition).
- 32 of 33 pupils on the Year 2 spelling programme and all 50 pupils on the Year 3/4 programme made progress.
- 74% of EHCP-linked PLIM targets were achieved in Summer 2026, with a further 18% working towards, meaning over 90% of targets showed progress.
- Preparation for Adulthood was the strongest EHCP area, with 86% of targets achieved.
- Strong achievement across EHCP areas: Communication & Interaction 75%, Cognition & Learning 74%, Sensory/Physical 74%, SEMH 68%.
- Engagement Pathway assessment shows continued progress, with 46% of targets at the 'Developing Stage' and strongest outcomes in Cognition & Learning (67%) and Preparation for Adulthood (62%).
- 91% of pupils achieved their projected English and mathematics qualification outcomes.
- Strong GCSE outcomes, including seven pupils achieving Grade 5+ in English Language.
- 19 of 24 pupils receiving targeted academic interventions made measurable progress.
- 100% of leavers secured positive destinations, reflecting effective preparation for adulthood and transition planning.

Impact

- Pupils achieve strongly from their individual starting points, despite often significant and complex barriers to learning associated with SEND.
- Achievement data demonstrates that barriers to learning are being systematically identified, reduced and overcome over time.
- Strong outcomes across curriculum, EHCP and accreditation measures show that pupils know more, remember more and can do more.
- Communication, literacy, mathematics, regulation and independence develop securely, providing pupils with the foundations for future success.
- Disadvantage is not a barrier to achievement, with vulnerable pupils achieving at least as well as their peers over time.
- Integrated therapeutic and educational approaches enable pupils to access learning successfully and make sustained progress.
- High-quality teaching and personalised pathways ensure pupils remain on ambitious routes towards qualifications, independence and adulthood.
- Pupils secure meaningful qualifications and accreditation that reflect both ambition and individual need.

- Strong Preparation for Adulthood outcomes equip pupils with the knowledge, skills and confidence needed for successful transitions.
- The school's inclusive approach ensures that SEND is not viewed as a ceiling on achievement but as a starting point for success.
- Consistently positive destination outcomes demonstrate the long-term impact of the school's achievement strategy.
- Leaders' rigorous use of assessment, moderation and quality assurance ensures achievement remains strong across all pathways.

Emerging questions (please write as questions)

- Does attainment at the end of the summer term inform any trends leading to further prioritisation?

Personal development and well-being

Evidence in support of the school's self-evaluation includes:

Overall- Personal development is a key strength of Cleaswell Hill's provision and is fully integrated across the curriculum and wider life of the school. Leaders have created a coherent approach that brings together PSHE, preparation for adulthood, careers, enrichment, therapy, pastoral support and pupil voice to ensure pupils develop independence and the knowledge and skills needed for life beyond school. Pupils are exceptionally well prepared for their next steps, and the school has compelling evidence of the transformational difference it has made to the lives of highly vulnerable children. (Case studies, Leader's narratives)

- Leaders have created a highly aspirational culture in which pupils with complex SEND needs consistently flourish.
- Personal development is exceptional because it is carefully sequenced, deeply embedded and demonstrably improves pupils' independence, confidence, wellbeing and life chances.
- The school's personalised approach enables pupils to overcome significant barriers to participation and achievement. As a result, pupils develop the knowledge, skills and character needed to thrive within school, their communities and adult life.
- Enrichment experiences are transformational rather than supplementary. Pupils participate exceptionally well in a diverse range of opportunities that broaden horizons, raise aspirations and equip them with the confidence and cultural capital to engage successfully with the wider world.
- Preparation for adulthood is a significant strength. Pupils develop increasing independence, self-advocacy, employability and community participation skills, resulting in positive destinations and successful transitions that exceed expectations for many pupils from similar starting points.
- Integrated therapeutic, pastoral and educational support enables pupils to regulate more effectively, sustain engagement in learning and develop meaningful relationships. This has a profound impact on pupils' wellbeing, achievement and readiness for future success.
- Leaders are relentless in ensuring that disability, disadvantage or complexity of need do not limit opportunity. Consequently, pupils participate fully in school life, achieve strong outcomes and experience a genuine sense of belonging and success.
- The impact of the school's work extends beyond immediate outcomes. Pupils leave Cleaswell Hill as confident, resilient and increasingly independent young people who are exceptionally well prepared for adulthood and able to contribute positively to their community.

Impact

- The cumulative impact of the school's personal development provision is highly effective. Pupils not only access opportunities but are transformed by them, developing the independence, resilience, confidence and skills that significantly enhance their future life chances. Leaders can demonstrate sustained and compelling evidence that pupils thrive academically, socially and personally because of the highly effective support and opportunities they receive.

Emerging questions (please write as questions)

- Following the improvement of systems to evaluate achievement in Personal Development what does analysis inform and how will school drive further improvement?

Attendance and behaviour

Evidence in support of the school's self-evaluation includes:

Overall- As a result of a highly inclusive, therapeutic and relational culture where pupils feel safe, valued and understood attendance remains strong, behaviour is exceptionally positive and pupils engage successfully in learning through carefully tailored support that addresses individual barriers and promotes sustained participation, wellbeing and achievement.

Attendance

- Leaders have established a strong culture of attendance, underpinned by pupils feeling safe, valued and connected to the school community.
- Attendance is monitored rigorously through twice-daily electronic registration, daily first-day contact and regular analysis with the Education Welfare Officer.
- Early intervention is a notable strength, with targeted support implemented when attendance falls below 94%.
- Personalised provision, including bespoke learning environments, responsive timetables and individualised support, creates strong incentives for pupils to attend and engage.
- Attendance strategies demonstrate a clear focus on addressing barriers experienced by vulnerable pupils and families.
- Effective monitoring of personalised timetables supports successful reintegration and progression towards full-time education.
- Strong multi-agency working, including collaboration with the Education Welfare Officer and local authority, strengthens accountability and oversight.
- The emerging Family Partner role is enhancing support for families experiencing attendance challenges, including emotionally based school non-attendance.
- Leaders have strengthened strategic attendance systems through policy review, alignment with current guidance and increased scrutiny of attendance data.
- Attendance work is characterised by persistence, flexibility and a highly individualised approach that reflects pupils' complex needs.

Behaviour

- Behaviour across the school is exceptionally positive and reflects a deeply embedded culture of relational and therapeutic practice.
- Therapeutic interventions have had a significant impact on pupils' readiness to learn by improving regulation, attention, participation and engagement.
- Pupils benefit from highly individualised therapeutic provision, including sensory programmes, regulation plans and classroom adaptations that maximise learning time.
- Staff demonstrate a secure understanding of pupil needs and apply consistent, relational approaches that promote safety, trust and belonging.
- The Cleaswell Code, 'Ready, Respectful, Safe', provides a clear and consistent framework that is understood and reinforced across the school.
- Positive behaviour is supported through consistent language, shared expectations and well-established individual approach plans.
- De-escalation strategies are implemented effectively, reducing incidents and enabling pupils to return to learning successfully.
- Staff use trauma-informed approaches confidently, helping pupils overcome barriers associated with adverse childhood experiences.
- Behaviour monitoring systems are robust, supporting timely analysis, reflection and intervention.
- PBS and behaviour analysis evidence that therapeutic and relational approaches are having a positive impact on engagement and learning.
- Learning environments are calm, highly structured and conducive to positive peer relationships and successful regulation.
- New staff quickly adopt the school's relational culture through strong modelling and coaching from established colleagues.
- A highly collaborative approach between education and therapy teams ensures pupils receive coherent and consistent support.
- Pupils, parent feedback and school observations consistently indicate that pupils feel safe, supported and well understood.
- Relational practice has become a defining feature of the school's culture and is contributing positively to pupil outcomes, staff wellbeing and inclusion.

Impact

- The school's highly effective attendance, behaviour and therapeutic support systems ensure that pupils are safe, engaged and ready to learn, resulting in sustained attendance, exceptionally positive behaviour and increased participation in learning.
- Personalised provision, strong family partnerships and proactive multi-agency collaboration successfully reduce barriers to education, enabling pupils with complex needs to access and sustain learning.
- Relational practice has created a calm, inclusive and nurturing culture where pupils develop trust, self-regulation and resilience.
- Therapeutic interventions significantly improve pupils' readiness for learning, communication, emotional regulation and independence, leading to increased engagement and reduced dysregulation.
- Pupils report that they feel safe, valued and well supported, reflected in positive relationships, strong engagement and successful participation in school life.
- Leaders' relentless focus on inclusion and individual need ensures pupils thrive academically, socially and emotionally, preparing them well for future learning and adulthood.

Emerging questions (please write as questions)

- How are the school's plans to strengthen trauma-informed practice impacting outcomes?

Early years N/A

Evidence in support of the school's self-evaluation includes:

-

Emerging questions (please write as questions)

-

Sixth form

Evidence in support of the school's self-evaluation includes:

Overall- Post-16 provision is highly effective, equipping students with the knowledge, skills, confidence and independence needed to secure and sustain ambitious next-step destinations that reflect their aspirations and potential.

- A highly personalised curriculum across three pathways ensures learning is closely matched to pupils' needs, aspirations and future destinations.
- Post-16 provision is a significant strength, with careful assessment, effective transition planning and strong preparation for adulthood outcomes.
- Pupils develop strong independence, employability, communication and life skills through an ambitious curriculum that combines academic, vocational and therapeutic support.
- Strong partnerships with families, external agencies and further education providers enable pupils to access appropriate next-step destinations.
- Destination data demonstrates that students move successfully into, social care, education, employment and training pathways aligned to their aspirations. (NO NEETS)
- Leaders continue to expand accreditation, vocational learning and work-related opportunities to further strengthen preparation for adulthood.

Impact

- Pupils leave Cleaswell exceptionally well prepared for adulthood, equipped with the knowledge, skills, confidence and independence needed to sustain positive destinations and participate successfully in their communities.

Emerging questions (please write as questions)

- How will leaders ensure the narrative explaining Post 16 provision in the main building and Appleby is coherent?
- The rationale explaining provision at the Appleby Centre is clear, how will leaders ensure external QA personnel, Inspectors grasp this?

Leadership and governance

Evidence in support of the school's self-evaluation includes:

Safeguarding overall- Safeguarding is highly effective. Leaders have established a vigilant, reflective and proactive safeguarding culture with strong systems, skilled staff and effective partnerships that ensure pupils are safe, supported and able to thrive. Cleaswell Hill operates a strong and positive safeguarding culture where pupils' welfare is prioritised, with recognition of the additional vulnerabilities of pupils with SEND. Staff have a deep understanding of pupil needs; they are aware of additional vulnerabilities and work hard to ensure everyone is safe.

- Effective safeguarding systems are in place and regularly scrutinised by safeguarding consultants, governors, Clennell external quality assurance monitoring the SIP and DSL team.
- Safeguarding policies and procedures are well established, consistently applied and regularly reviewed.
- Proactive approaches coupled with in-depth data analysis identify emerging safeguarding risks and support effective planning and risk management.
- Effective use of CPOMS demonstrates a strong culture of vigilance and high-quality staff reporting.
- Regular training ensures that staff and governors understand and fulfil their safeguarding responsibilities. All statutory training is up to date.
- Strong multi-agency working and partnership with safeguarding agencies ensures appropriate support and intervention.
- Effective pastoral systems and positive relationships with families ensure pupil and parent voice informs safeguarding practice.
- The curriculum makes a significant contribution to safeguarding by teaching pupils how to recognise risks, abuse and unsafe situations.
- Robust safer recruitment procedures are in place, supported by an accurate and regularly reviewed Single Central Record. (Clennell Summer term)
- Professional development, including accredited Neuroinclusive Education Network training, has strengthened safe practice across the school.
- The Lead Speech and Language Therapist provides regional and national leadership, enhancing the school's expertise in neuroinclusive and safeguarding-informed practice.
- Leaders are familiar with the safeguarding expectations within the current Ofsted framework and can demonstrate practice that is inspection ready.

Impact

- Leaders have created a highly vigilant and proactive culture where safeguarding risks are identified early, support is timely and effective, and pupils are enabled to thrive. As a result, pupils' wellbeing, engagement, attendance and life chances are significantly improved.

Leadership and Governance- Overall, leadership and governance are highly effective, creating a culture of high ambition, inclusion and continuous improvement that enable the school community to be the 'best they can be'.

- Strategic leadership is visionary and evidence-informed, creating clear links from self-evaluation to improvement planning, implementation and measurable impact.
- A culture of high ambition ensures that need, disadvantage and complexity do not limit achievement, participation or future opportunities.
- Professional learning is transformational, developing highly skilled staff who contribute to innovation, school improvement and exceptional outcomes for pupils.
- Staff are empowered, valued and retained, resulting in a stable, expert workforce and a strong culture of professional trust and collaboration.
- Governance is highly effective, providing rigorous challenge, strategic oversight and robust accountability that leads to demonstrable improvements for pupils.
- Through Fusion, NEN, university partnerships and outreach work, the school is recognised as a regional leader in SEND, influencing practice beyond its own setting.

Impact

- Leadership and governance have created an exceptional culture of inclusion, ambition and continuous improvement.
- Pupils achieve highly, develop increasing independence and secure positive Preparation for Adulthood outcomes despite significant levels of SEND complexity and deprivation.
- The school's impact is transformational, evidenced through strong pupil outcomes, workforce expertise, stakeholder confidence and sustained system leadership across the SEND sector
- A culture of trust, professional growth and distributed leadership is evident, with staff actively contributing to school improvement through research-informed professional learning and meaningful consultation. The enhanced performance management process, including external professional dialogue, further strengthens practice.
- Governors provide effective challenge and support, demonstrating a strong understanding of SEND priorities and contributing meaningfully to improvement through focused monitoring and accountability.

- Leaders have responded effectively to increasing pupil complexity through strengthened admissions and referral processes, ensuring provision remains responsive to need.
- The school's SEND quality assurance work is also having a positive influence across partner schools, extending its impact beyond its own setting
- Premises management supports enabling learning environments for all pupils, manages risk and maintains a safe learning environment.
- Systems Leaders continue to support SEND provision across county and beyond. Leaders have evaluated the impact of this work on Cleaswell's provision, and teachers have improved classroom practice as a result.
- Maintained links with universities and continued effective implementation high-quality practice has sustained high standards.
- Sustaining, growth and development at Cleaswell Hill in the pursuit of excellence has grown systems and civic leadership in the field of SEND

Emerging questions (please write as questions)

- How will the Headteacher and Governors ensure the transition to a newly appointed Headteacher will support sustained improvement?

TO BE COMPLETED BY THE HEADTEACHER

Other information to note/feedback
Autumn term: Appointment of new HT
Spring term:
Summer term:
Requests to the LA for further support
Autumn term:
Spring term:
Summer term:

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 2026)? Yes*
- Have all staff (including volunteers) have read at least Part 1 of Keeping Children Safe in Education *(updated September 2026)? Yes*

- Does the published school accessibility plan meet the requirements of the Equality Act 2010, is it implemented effectively and is it reviewed regularly? 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
- Has Parent view feedback been reviewed? Yes
- Are Ofsted 'requested' documents in place? Yes
- If the school has pupils accessing AP are you following the statutory guidance for quality assurance? (details here) N/A
- Have the Early Years staff got full and relevant qualifications? (check here) N/A
- Has the school ensured they have met the requirements of the childcare disqualification checks? N/A
- Has the school published their inclusion strategy on the school website (by December 31st)? (details here) N/A SEND however, Cleaswell Hill has an Inclusion Strategy, and this is published on the website
- Has the school published their pupil premium strategy on the school website (by December 31st)? (details here)Yes
- Has the school published their PE and sport premium digital expenditure reporting return (by September 30th)? (details here)Yes
- Has the school published their PE and sport premium strategy on the school website (by July 31st)? (details here)Yes