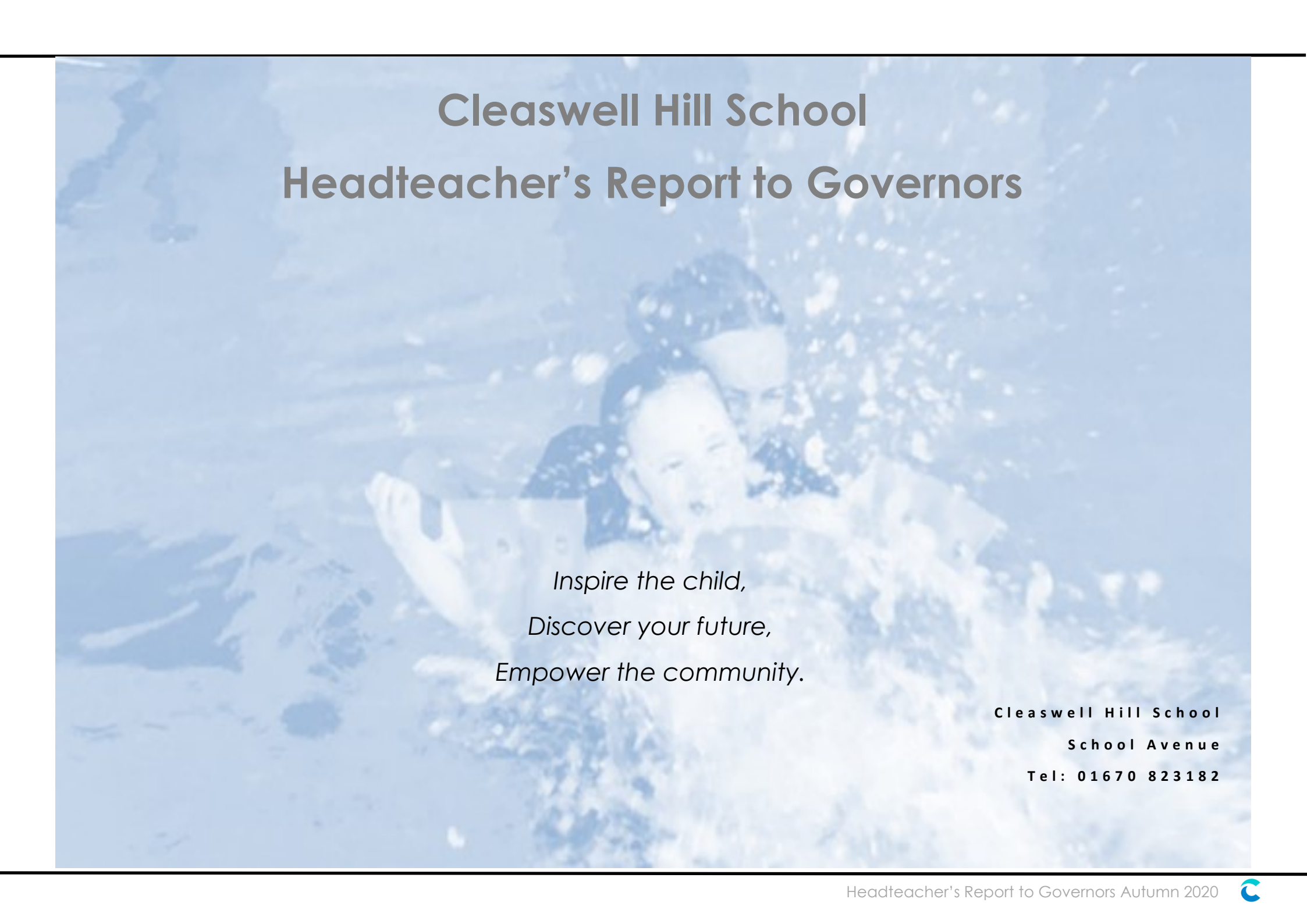


The background of the slide is a blue-tinted photograph of a teacher and a young student swimming in the sea. The teacher is behind the student, supporting them. Both are smiling and looking towards the camera. Water splashes around them.

Cleaswell Hill School

Headteacher's Report to Governors

*Inspire the child,
Discover your future,
Empower the community.*

Cleaswell Hill School
School Avenue
Tel: 01670 823182



'A smooth sea never made a good sailor'

This year has been challenging to say the least, and at the time of writing, with a vaccine on the horizon, the possibility of coming out of the pandemic in the near future is very much a cautious hope. The virus has certainly tested the resolve and resilience of us all, especially in the last few weeks.....

In September we welcomed back all pupils, 50% of whom had not been in school for five months, along with an intake of 20 new pupils. All pupils settled into school extremely well and despite a few tweaks it was pretty much business as usual. In fact during the first half term Covid had fairly minimal impact on teaching and learning at Cleaswell - we only had to isolate one phase bubble for two weeks.

In the last week of half term, just as we were crawling to the finish line, we had a visit from Ofsted (see Ofsted Visit later in the report). This visit was pretty straightforward and although quite different from an inspection it gave us a test run at feeding back our Covid response and the challenges faced. There has been discussion on whether these 'visits' should actually be taking place due to the additional pressure they put on staff teams whose endurance has been pushed to the limit during the pandemic, as our visit went well and school was running smoothly the pressure was short lived - had it taken place after half term I may be reporting a different point of view!

We were hoping that half term would provide a 'circuit breaker' in terms of Covid transmission, unfortunately this was definitely not the case and across a period of three weeks five phases had to isolate (one phase twice). Key members of staff responded extremely well coming into school outside of normal working times to contact parents/carers, transport and the various health protection agencies. Re-

mote learning opportunities were successfully directed and monitored by phase leaders (more in the Curriculum Section) minimising the impact of isolation on pupil learning.

Unfortunately at the present time we have been hit very hard by a number of positive Covid-19 cases and it is very frustrating not to have all our pupils back in school. However the short term priority is reducing further transmission of Covid-19 and the risk of serious illness to our pupils, their families and our staff. Hopefully by the end of this month our school, and region, will be through the worst of the second wave and, fingers crossed, our frustrations will be short term.

Moving forward

Despite its best efforts Covid hasn't stopped us planning for the future. Lynn Watson was in school for three days in September to help kick start the school development work that had been placed on hold. Over the course of the next 12 months I'd like to create a long term (3-5 year) strategic plan. The first step is discuss and decide upon what our ideal school would look like, then the slightly trickier step is how we get there.

We've already started

The ever increasing pupil need for a robust therapy provision and having witnessed a 'mixed bag' in terms of quality of external therapy agencies makes the obvious first stage in our journey to build our own therapy team. We have just appointed a Lead Therapist, a ground breaking move for a maintained special school within our Local Authority. The Lead Therapist will be part of the SLT, ensuring therapy is integrated across our provision, and in time will lead a team of therapists and therapy assistants.

Finally

The choppy waters which we have successfully navigated during the pandemic have given me the belief that we can overcome the toughest of challenges and will be able to succeed in the many voyages we plan to take in the very near future.

Thank you for your support.

Mike Jackson, November 2020

Section 1—School Development

Whole School Targets (WSTs)

Unfortunately Covid –19 significantly impacted upon school development priorities during 19-20, rather than leave last year's targets half achieved we are working towards the same targets over 20-21.

Our whole school targets for 2020-21 are:

Quality of Education

A creative ambitious curriculum gives all learners the knowledge and skills they need for their next steps

Behaviour and Attitudes

Relationships among learners and staff reflect a positive and respectful culture.

Personal Development

Broader learner development is enhanced within and beyond the academic/ vocational curriculum.

Leadership and Management

Develop outward facing involvement with partners to influence the outcome for learner.



Ofsted

The area for further improvement from Ofsted (April 2017) is shown below:

Develop further the quality of leadership and management by:

- *continuing to identify accurately the changing and future needs of the school's pupil population*
- *strengthening the range of expertise in the school to meet the emerging needs of pupils.*

Ofsted Visit

Ofsted visited school on 20th October. The visit was a focused on our Covid response and centred around five meetings of around 40 minutes each on the following themes; General context, attendance, behaviour, safeguarding and curriculum. The underwhelming letter from Ofsted is included in your pack.

School Improvement Partner (SIP)

Lynn Watson visited school for 3 days in the middle of September to work with SLT members on various aspects of school development, and served as welcome respite from Covid management. In depth discussions regarding the long term strategic plan also took place it also provided an opportunity to discuss and create the Lead Therapist job description.

Section 2 - Covid –19 Pandemic

Risk Assessments/Cleaning

As a response to the COVID-19 Pandemic school leaders have worked closely with Northumberland County Council to produce COVID 19 School Risk Assessments.

The DfE advised schools to make it clear to school staff and parents what our expectations are about cleaning and hygiene and we would expect staff to be modelling this to our pupils. We have done this through Facebook/school website/ letters/telephone conversations.

Cleaning products are available in each classroom and around school to ensure the promotion of hand washing and wiping down of used equipment. Enhanced school cleaning, extra attention to hand contact points, surfaces and toilet spaces are cleaned throughout the school day. Specific PPE requirements and associated risk assessments have been implemented and in place and staff have been made aware.

Groupings

At school the classes are grouped into phases which form our 6 bubbles (which are relatively small in comparison to other schools (between 22-42 pupils, most are the size of a mainstream primary class) this enables the bubble to have break times outside within zoned areas, have lunch together and make school as normal as possible for our pupils. It also allows us to move staff within the bubble (we have had a very large number of staff isolating because a family member has to isolate) and without staff movement within the bubble we would not be able to safely operate. It also allows us to isolate a bubble if we get a positive case. Positive cases appear in clusters which is why in order to prevent further transmission the phase group needs to be isolated.

Curriculum

We reported in the Head teacher's Summer Term Report on the Recovery Curriculum in place for the pupils returning to school. This focusses on prime areas of learning and allows teachers to identify gaps and re-establish good progress in the essentials. Teachers prioritised subjects/areas with the most important components for progression.

We have completed Stage 1- PLIM targets, Stage 2 PSHEE baseline. Stages 3 and 4, Core and Foundation Subjects, are on track for the remainder of the Autumn Term. Detailed assessments underpin the Recovery Curriculum this term.

Our Recovery Curriculum sits alongside our Tiered Covid- Response. Referring to Education Endowment Fund (EEF) guidance reports, Phase Leaders worked with teachers to plan within 3 areas; High Quality Teaching; Targeted Academic support and Wider Strategies. Approaches ensure that all pupils' academic and pastoral needs were well met during lockdown, on returning to school and most recently, in the event of closing a 'bubble'.

Phase Leaders are also working together to articulate the Curriculum and Assessment 'flow' through school. This is a complex task, made more difficult with the absence of face to face discussions, however, we are hopeful that details of this will be available for sharing at the Spring Term Governors meeting.

Subject Progression Models have been written for all statutory subjects (except Design and Technology at the moment) and also for areas important to our pupils, for eg. Engagement Curriculum. These are available on the website. The next step for developing these models is to use them to support subject scrutinies. This begins on Monday 16 November with Reading.

K McMahon



Safeguarding Arrangements During Covid-19 Outbreak

Safeguarding Governor, Gill Finch, completed a monitoring visit on 17 September 2020 and focussed on compliance. Report included.

Staff have reported 42 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of term to date (12 November 2020). All incidents and the outcome of referrals are closely monitored by school. All Care Team and Strategy meetings have been attended virtually by teachers.

There are 61 pupils open to children's social care; 4 have a Child Protection Plan. Disabled Children's Team Social Workers are involved with 53 families. One child is currently involved in a Multi-Agency Safeguarding Hub assessment.

6 pupils have Early Help Assessments (EHA) and 6-weekly Team-Around-the-Family meetings led by school or other agencies.

3 pupils are Looked After (LAC). The Designated Teacher continues to attend all LAC meetings online and updates Personal Education Plans (PeP) as required.

The Designated Safeguarding Lead met virtually with Carol Leckie (Schools' Safeguarding Team Manager) on 8 October to discuss the results of the staff training needs audit and how NCC Safeguarding Team could best support staff.

Safeguarding was discussed at the recent Ofsted Interim visit, along with a brief scrutiny of the Single Central Record. School Safeguarding procedures were all recorded as effective.

Karyn McMahon

Progress Data

2019 - 2020 Progress Data

Teachers followed Cleaswell Hill's curriculum assessment policy during the autumn and spring terms, using both summative and formative methods. Enabling them to systematically check a pupils understanding, identifying misconceptions and accurately providing next steps in learning. Multiple systems are used across school to ensure that the assessment method is appropriate for specific cohorts. The systems used are; Cherry Garden, MAPP, iASEND and Qualification Tracker. Each system benefits from the use of live assessments being made against the depth that an individual curriculum expectation is met. The inputted information allows for data to be collected on pupil attainment, progress and achievement meaning variations in cohort performance can be monitored. The

2019 – 2020 progress data has been collated by taking an average of the two terms collected and then multiplying this by three. This inevitably means that the data is not as accurate as previous years and it would not be suitable or reflective of the current challenges in school to use subject specific targets for school improvement. The findings from analysing average pupil curriculum progress are listed below.

- In the Early Years Foundation Stage curriculum (Cherry Garden) most progress has been made in PHSEE. There is little variation in the progress made by Pupil Premium and Non-Pupil Premium pupils.
- In the Pre-Key Stage 1 curriculum (iASEND S) most progress has been made in PHSEE. There is little variation in the progress made in maths and English by Pupil Premium and Non-Pupil Premium pupils. However, Pupil Premium pupils have made greater progress in both science and PHSEE.
- In the Key Stage 1 curriculum (iASEND E) most progress has been made in science. There is little variation in the progress made in English and PHSEE by Pupil Premium and Non-Pupil Premium pupils. However, Pupil Premium pupils have made less progress in maths.
- In the Key Stage 2 curriculum (iASEND N) most progress has been made in PHSEE. There is some variation in the progress made by Pupil Premium and Non-Pupil Premium pupils with Pupil Premium pupils making less progress in PHSEE.
- In the Engagement curriculum (MAPP) most progress has been made in Cognition and Learning. There is small amount of variation between Pupil Premium and Non-Pupil Premium pupils with Non-Pupil Premium Pupils making a greater amount of gains in Cognition and Learning.
- In most qualifications consistent progress has been made in both maths and English. The exception being Functional Skills where most progress was made in English. There is little variation in the progress made by Pupil Premium and Non-Pupil Premium pupils.

PLIM Targets 2019-2020

PLIMS (Personal Learning Intention Maps) were piloted across school over 2019 – 2020. We found that target setting was not consistent across all areas and impacted on the proportion of targets that were met. The succeeding data demonstrates variations in each area of the EHCP (Education Health Care Plan) and cohort performance:

- There was a 4% variation in the proportion of targets met between the four EHCP areas of need: Communication and Interaction, Cognition and Learning, Social Emotional Mental Health and Sensory Physical.
- There was a 1% variation between the proportion of targets met by Pupil Premi-

um and Non-Pupil Premium pupils.

- Phase 1 and 3 had the highest proportion of targets met, it is these phases that have been using PLIMS for the greatest amount of time.
- Phase 6 had a large proportion of pupils meeting their 'Transition to Adulthood' targets.

Patrick Ford Hutchinson

Qualifications Gained

Despite the disruption to all qualification programmes and the cancellation of exams during the summer term, all students were successful in achieving what they deserved!

From July 2019 to July 2020 106 qualifications were achieved, with 90% achieving expected grade and 10% surpassing expected grade:

- 9 students gained one or more GCSE in maths, English, art, biology and science.
- 11 students gained one or more AQA Entry Level Certificate in maths, English or Science Entry Level 1-3.
- 8 students gained accreditation in the Unit Award Scheme within history
- 19 students gained one or more BTEC qualifications at Entry Level 3 to Level 2, including: Health & Social Care, Performing Arts, IT Users, Engineering and Workskills.
- 12 students gained one or more Functional Skills qualifications in maths and English at Entry Level 1 to Level 2

Julie Brown

Recovery Curriculum Assessment



As part of the Cleaswell Hill recovery curriculum, following the March 2020 National Lockdown, pupils were re-baselined as a strategy to support the identification of key learning aspects, which need further consolidation and reinforcement, in order to accelerate learning in line with pre-Covid progress and achievement. Due to the complexity of the pupil population in school it was clear we needed to consider our assessment system according to cohort need. A timeline was put in place to account for the systems we use and how teachers can identify, which cohorts/individuals require structured interventions to make rapid progress from their identified baseline.

To start this process pupils were baselined against their spring 2020 PLIM targets to determine if they were working at a pre-Covid level. For those pupils who were not, triangulated analysis took place to collect evidence from multiple sources to determine any barriers to learning. These pupils have now been nominated to receive responsive interventions to support them in returning to their pre-Covid attainment level.

- On returning to school in September, 24% of pupils demonstrated regression against their Spring 2020 PLIM targets.
- A greater proportion of Pupil Premium Pupils remained at their pre-Covid level, revealing that the efforts made by staff during lockdown to ensure the most vulnerable pupils received the support they needed had a positive impact.
- Phases with a larger cohort of pupils with complex needs have a higher proportion of pupils demonstrating regression.
- A higher proportion of younger pupils surpassed their pre-Covid baseline on returning to school. It was these pupils who were the first invited back before the summer holidays.

Next Steps and Impact

- Ensure that all PLIM targets are SMART (Specific, Measurable, Attainable, Realistic and Time Based) and quality assure this process through SLT and external professionals.
- Through quality target setting ensure PLIMs encourage high expectation for all pupils, inform the annual review process, potential changes to provision, and supports the Local Authority in updating the EHCP (Education Health Care Plan).
- Continue to follow the recovery curriculum timeline to ensure all pupils at least attain their pre-Covid level of learning by the end of the 2020-2021 academic year.

- Continue to monitor and reduce the variation in the performance of cohort groups (Phases and Pupil Premium) to ensure year on year trends are prevented.
- Continue to work collaboratively with external agencies and therapies-based staff to ensure that the curriculum and assessment methods are responsive to all pupils.

Patrick Ford-Hutchinson

Section 3 - Curriculum Issues

Staff Continuing Professional Development

A Teaching and Learning Progression Model has been written which incorporates the Learning Strategies Progression Model produced last term. This is to ensure that we continue to focus on staff professional development, albeit in a much reduced way from how we would like and how we intended.

As a Professional Learning Community, the restrictions we are currently facing and the reduced creativity of not being able to meet as a staff team, has inevitably impacted on this area.

However, staff have continued to prioritise their professional development and learning during any bubble closures and required isolation and have accessed varied learning opportunities through online courses; Eventbrite webinars; podcasts; research and reading.

Teachers' Performance Management has continued according to guidelines with all meetings taking place before October 31st.

Karyn McMahon

Interventions

Throughout the autumn term we have successfully delivered a wide range of interventions, over and above the excellent provision already available at Cleaswell. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to have provided 91 intervention places with an additional 58 hydrotherapy places to a total of 109 children which equates to 59% of the school population (this doesn't include rebound therapy this term due

to COVID 19).

Interventions are time managed, evaluated and analysed to ensure progress is being made and the learning is transferred into the classroom. Some of the interventions are delivered in the classroom alongside staff to upskill staff and share knowledge and practice. Interventions are delivered by trained teaching assistants, HLTAs, Teachers and the Intervention Lead to ensure a wide range of skills are shared and children receive excellent provision. The Intervention centre includes 3 classroom spaces to ensure children learn in a calm, supportive and well-resourced environment to maximise progress and ensure new skills can be taught. The intervention lead continues to support staff, analyse data for each child and analyse the effectiveness of each intervention. This information is then shared with SLT, parents and yourselves.



Although post intervention data has yet to be collated (this will happen at the end of the term), progress currently looks pleasing though discussions with teaching and intervention staff. Children will be assessed against their PLIM target (linked to their intervention) or an assessment produced particularly for that intervention.

Currently staff are identifying children for interventions to begin in January. Children are considered for an intervention through a triangulation report and intervention request completed by the class teachers in discussion with teaching assistants, SALT, OT and other professionals. The intervention lead along with the assessment lead analyse the information received to ensure children are placed on the correct intervention termly.

The Intervention team are continuing to strengthen and offer interventions to more

children starting in January/February with the addition of two academic mentors to the Intervention team (Feb – July through government funding), a music therapist (1 day a week for a term though a pilot scheme) and 4 members of staff to be trained to deliver NELI (Nuffield Early Language Intervention – government funded). The Intervention Lead is currently working closely with SALT to produce informative spreadsheets which can be used to track Speech and Language alongside training staff to deliver Speech and Language interventions in each classroom.

Helen Moulton



Section 4 - Staffing and Finance

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Class 1 - Phase 1	2	6	8
Class 2 - Phase 1	1	6	7
Class 3 - Phase 1	4	6	10
Class 4 - Phase 2	0	10	10
Class 5 - Phase 2	4	8	12
Class 6 - Phase 2	3	9	12
Class 7 - Phase 2	1	7	8
Class 8 - Phase 3	3	4	7
Class 9 - Phase 3	0	7	7
Class 10 - Phase 3	0	8	8
Class 11 - Phase 4	0	9	9
Class 12 - Phase 4	2	8	10
Class 13 - Phase 4	3	11	14
Upper 1 - Phase 5	6	3	9
Upper 2 - Phase 5	5	5	10
Upper 3 - Phase 5	3	8	11
Upper 4 - Phase 6	2	8	10
Upper 5 - Phase 6	0	11	11
Upper 6 - Phase 6	2	12	14
Total	41	146	187
Information Only			
Sixth Form	2	8	10

SIMS Analysis (Year x Gender) Numbers represent: Count			
	F	M	Total
Year R	2	7	9
Year 1	4	9	13
Year 2	2	12	14
Year 3	4	12	16
Year 4	1	10	11
Year 5	3	14	17
Year 6	4	15	19
Year 7	3	14	17
Year 8	7	7	14
Year 9	3	11	14
Year 10	5	11	16
Year 11	1	16	17
Year 12	1	5	6
Year 13	1	3	4
Total	41	146	187
Report Produced 05 October 2020			

Buildings and Premises

The autumn term so far has been a challenge. The cleaning and teaching staff have upped their cleaning efforts in an attempt to keep coronavirus at bay. With the recent guidance that windows should be open at all times for ventilation, we may have to wrap up warmer over the coming months!

In the summer holidays, two classrooms upstairs were given a bit of a revamp. The Cookery Room has been converted into a general purpose classroom (now Room 12) to create a more suitable teaching space, and along with Room 11 next door, air conditioning and LED lights have been installed.

We also had hard flooring put down and redecorated Room 5, Room 6 and Room 8 to give them a refresh. This is part of the rolling redecoration programme to keep the school functionally and aesthetically up-to-date.

Jordan Tolley

Staffing

Just before the summer holidays it was great to welcome back teachers Emma Steele and Charlotte Calcutt from maternity leave. October saw the return of Kate Thompson, Phase 3 teacher from maternity leave. In November Vicky Cowx Phase 2 teacher and Miss Emma Robinson teaching assistant will both begin their maternity leave and we wish them well. We would also like to congratulate Mrs Emma Robinson who will be leaving us on the 20 November to start a new job, we wish her well and every success for the future.

Exciting news our Lead Therapist takes up her role in January 21. This new post is part of the schools 5 year school development plan.

Lastly, well done to Anne Carruthers who was shortlisted for the TES School Business Leader of the Year.

Budget Overview



See attached report.

Fundraising

COVID-19 has had a huge impact on our charity fundraising at Cleaswell Hill School

this year. Numerous fundraising events have been cancelled or postponed, yet we still continue to develop strong links with parents, carers, staff and members of the local community during this difficult time.

During the month of June, a successful grant application for £688 to the Northumberland Sport COVID Emergency Fund facilitated the purchase of a specialist digital camera and microphone for the performing arts department. On the 17th of June, we received a donation of £200 from Asda, Cramlington as a result of a successful application to their 'green token giving' scheme. Magical Moments Keepsakes and Crafts very kindly donated £357 towards hydrotherapy pool resources after selling personalised items in aid of our school. We were also delighted to receive £440 towards Christianity RE resources from The Jerusalem Trust as a result of a successful grant application. Unfortunately, both the Scholastic Book Fair and Great North 10K fundraising events were cancelled during the month of June.

During the month of July, we were delighted to receive £1,000 towards an inclusive summer programme at Cleaswell Hill School as a result of a successful grant application to WE and The Queen's Commonwealth Trust. We also began to explore opportunities for the community letting of our school facilities such as the MUGA, hall and hydrotherapy pool with Claire Goodliff from Community Fitness Network this month. The Bag 2 School clothing collection scheduled for the 3rd of July was cancelled due to COVID-19.

Unfortunately, the Great North Run scheduled for the 13th of September was cancelled due to COVID-19. On the 18th of September we launched our fundraising appeal for donations of unwanted foreign currency.

On the 8th of October we attended a telephone interview with The Variety Charity for the final funding round for a new 17 seater minibus with a tail lift. We are currently awaiting notification of the result. On the 23rd of October we held a Halloween fancy dress competition at Cleaswell Hill School and raised a fantastic £91.25. The children had a brilliant time and the winners from each phase were thrilled to receive a skeleton trophy donated by Tesco, Kingston Park. We were delighted to be selected as a local community cause as part of the Co-op Community Matters scheme for 2020-2021 in aid of an updated sensory room.

During the month of November, a successful grant application to The Biochemical Society for £645 funded exciting science equipment and resources for the 'CHS Science Club'. A successful grant application to Happy Days for £850 enabled all of the pupils to access a COVID secure pantomime within their phase bubbles this month. We were also awarded £1,000 from The Department of Transport towards scooters and helmets as a result of a successful grant application. We received our final payment of £1,008 from the Co-op Community Matters scheme for 2019-2020 to pur-

chase inclusive music therapy equipment such as a sound beam for our school. A legacy donation of £600 was also gratefully received towards an updated sensory room at Cleaswell Hill School.

Nineteen new grant applications have been submitted following the previous report to governors. We are currently awaiting a response to grant applications submitted to The Catherine Cookson Trust, The Thompson Family Charitable Trust, The Bregqvist Charitable Trust, The Ernest Hecht Charitable Foundation, The Variety Charity, The Royal Victoria Trust for the Blind, Tesco Bags of Help, The David and Ruth Lewis Charitable Trust, The Said Foundation, The Navnat Vanik Association, The Sangat Trust, The Syeda Zainab Trust, The Charles Wolfson Charitable Trust, The Birkdale Trust for the Hearing Impaired, The Asda Foundation, Learning Through Landscapes, The London Mathematical Society, The Foyle Foundation, Persimmon Homes and The Royal Society of Chemistry.

Our links with Just Giving, Music Magpie, Bag 2 School, Your School Lottery, Empties Please, Stikins, Paypal, Easy Fundraising and local collection boxes continue to generate essential funds for our school. Since the last report to governors, our link with the Easy fundraising online shopping platform has raised £25.91, the Paypal Giving account has raised £36.25, our link with Empties Please has generated £24.75, the Amazon Smile account has raised £36.00, our link with Just Giving has raised £4.70 and Stikins name labels account has generated £32.61. Our school lottery has also raised a further £410.30 for Cleaswell Hill School.

Our remaining fundraising events planned for this year include a non-uniform day in aid of BBC Children in Need on the 13th of November, a Bag 2 School clothing collection on the 27th of November, a secret Santa present room from the 27th of November to the 11th of December, a Scholastic Book Fair from the 30th of November to the 14th of December and a Christmas themed non-uniform day on the 18th of December.

Thank you for your support during 2020.

Lauren Caisley, Teacher and Fundraising Coordinator

Summer Holiday Programme

The second annual Cleaswell Hill School summer holiday programme in partnership with Active Northumberland was a phenomenal success. The inclusive programme was held from Monday the 24th – Friday 28th of August featuring activities such as swimming, dance, archery, boccia, scooters, bowling, athletics, football, cricket, team building, crafts, trampolining, dodgeball, den building, mini golf, a treasure hunt and more! We were also delighted to receive a £1,000 donation towards our

summer programme from WE and The Queen's Commonwealth Trust following a successful grant application.

Statistics:

Children booked: 24

Children attended: 23

Staff: 15 (2 job share)

Parental contribution: 24 x £60 =£1440

Grant funding: £1000

Parent/Carer Feedback:

The programme received excellent feedback from parents and carers and hopefully we'll be able to host the Holiday Programme on a regular basis.

Lauren Caisley, Teacher and Fundraising Coordinator

Section 5 - Specific Issues

Transitions



19 students made successful transition to FE destinations in July 2020. Following our comprehensive pathways timeline, destinations were identified in Autumn term

through the EHCP reviews and pupil profile update process. Visits were booked and carried out in January and February 2020 with a range of providers from regional colleges to local vocational training centres. For this reason, lockdown had a limited impact on pupil transition.

Our transitions coordinator was able to stay in touch with colleges and answer any questions from parents and pupils through phone calls and email. We were also able to ensure communication between provision, pupil and family remained open and fluid. Some students were able to link with college tutors via video link in order to have questions answered (something that we are doing again this year). All students were able to successfully move on to their intended destinations at the end of the year following a socially distanced, outdoor leavers assembly to celebrate their achievements. One student in particular was able to embark on AS levels at college in line with their future aspirations of attending university and working in computer science, whilst another student began a life and work skills program through Tyne Coast College in order to achieve more independence and possibly some voluntary work in the future. We are very proud of all our school leavers and the tenacity they have shown toward their future pathways.

Emma Steele

Parent Partnership

Throughout the summer term, staff maintained vital contact with parents & carers through regular phone calls, which strengthened and developed many successful and positive relationships. The introduction of the phased re-opening of school during June 2020 also allowed parents to access further support if required and gave opportunities for face to face contact. This approach further supported the smooth re-opening of school in September by providing an accurate account of each pupil's level of need and establishing a cohesive, prompt and appropriate response.

Communication with parents & carers remains a high priority and, in the unfortunate event of a phase bubble having to self-isolate, the class teachers and phase leaders will continue to be in regular phone contact.

Over the coming year, we will be consulting with parents & carers and involving them in the development of our 5 year plan.

Julie Brown

School Links

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

Additional links, that usually take place are outlined below (hopefully in the spring term many of these can be re-established):

- Student placements: Sunderland University (PGCE), Newcastle University (Psychology, Linguistics), Northumbria University (PGCE)
- Work Experience placements for pupils
- Local FE Colleges
- Creative North East Gateshead Newbridge Art Project
- Toucan Education (specific learning difficulties)
- Park View School (welding course)
- CEOP (David Evans is an Ambassador)
- Platform 1, Bedlington Station
- EY Forum
- Federation of Special School Leaders (FLSE)
- Northumberland Mental Health Leads
- Healthy MindEd Project
- RCAS
- Football Coaching
- Health Service: VI/HI Peripatetic Service; CYPS; Educational Psychology (PLAC pupils)
- Argo Training- First Aid for pupils
- Smashed Project (alcohol awareness)
- David Burn 'Be Safe' (Safeguarding for pupils)

Diary Dates for 2020-21

16th December 2020	Christmas Dinner –in phase bubbles (or baubles!)
18th December 2020	Break up for Christmas Holidays
4th January 2021	Training Day
5th January 2021	Pupils return
12th February 2021	Break up for half term
22nd February 2021	Pupils return
26th March 2021	Break up for Easter Holidays

