

Appendix 1

List of Information to be included in Head's Report to Governors – Autumn Term 2021

Governors must ensure that they receive accurate information regarding the relative and actual performance of the school. The grid below outlines the areas the LA consider essential for Governors to carry out their monitoring role.

Information	Contact	Updated overview or signposting to information
Attainment Data	PFH	Information on attainment is summarised in the SEF (updated November 2021) and The Progress and Achievement Report (Updated September 2021). Depending on a pupil's stage of learning; Cherry Garden, iASEND, MAPP or Qualification Tracker (PHSEE Tracker for PHSEE) are used to make live assessments against the depth in which a pupil has met a learning intention. All assessment systems allow for attainment and progress to be monitored and challenging end of year targets to be set for all pupils. Attainment data is collected at the conclusion of the Autumn, Spring and Summer Term. Attainment, progress and achievement data is used as part of an evidenced based triangulated system, where data is used as an indicator of where further scrutiny of a pupil's provision needs to take place. If multiple sources of evidence demonstrate that a pupil needs extra support to; attain, progress, and achieve at an expected level; high quality time based out of class or in class interventions are put in place. Autumn, Spring and Summer term attainment, progress and achievement data quantifiable measure the impact of personalised interventions. All curriculum assessment is quality assured at school and partnership level. External professionals are invited termly to ensure all assessments are fair, reliable and valid.
Achievement/Progress Data	PFH	Overview of information on achievement is summarised in the SEF (updated November 2021) and The Progress and Achievement Report (Updated September 2021). Depending on a pupil's stage of learning; Cherry Garden, iASEND, MAPP or Qualification Tracker (PHSEE Tracker for PHSEE) are used to make live assessments against the depth in which a pupil has met a learning intention. Quantifiable measurable progress is monitored at the conclusion of the Autumn, Spring and Summer Term. Attainment, progress and achievement data is used as part of an evidenced based triangulated system, where data is used as an indicator of where further scrutiny of a pupil's provision needs to take place. If multiple sources of evidence demonstrate that a pupil needs extra support to; attain, progress, and achieve at an expected level; high quality time based out of class or in class interventions are put in place. Autumn, Spring and Summer term attainment, progress and achievement data quantifiable measure the impact of personalised interventions. All curriculum assessment is quality assured at school and partnership level. External professionals are invited termly to ensure all assessments are fair, reliable and valid.
Comparative Data	PFH	Our in school systems and national summative assessment strategies allow us to compare like for like learners with partnership schools to benchmark the provision we offer. Moderation between other special schools is to be developed throughout 2021-2022(revised dates due to Covid) (PFH/KMc) School benchmarking will take place to verify schools strengths and to identify trends to drive improvement and

		successful outcomes.
Group Tracking Data	PFH	Overview of information on group tracking is summarised in the SEF (Updated November 2021) and The Progress and Achievement Report (Updated September 2021). Target setting (Achievement) data is used to quantify the variation of performance between pupil cohort groups (Pupil Premium, Phase, Gender) across all areas of school. Variations in cohort performance guide; school and phase develop, appraisal targets and CPD. Any actions positively impact pupil cohort variation from one academic year to the next. Cross referencing between all assessment systems is completed to ensure continuous progress is made by pupils as they move through the varying areas of school.
Specific Issues from school data	PFH	Unfortunately the 2020 – 2021 academic year was another affected by the Covid-19 outbreak. Throughout the pandemic it has been imperative to closely monitor pupil progress and insert high quality interventions where necessary. The focus of any Intervention during this time was to accelerate pupil progress to pre Covid levels. As a result of the continued hard work of staff, we were able to collate whole school data across all three terms, even though pupil attendance was severely affected between November and April. This inevitably means that the data does not reflect a ‘normal’ academic year. The findings from scrutinising pupil performance are reported below. PLIM Targets (EHCP) • There has been an increase of 5% in the proportion of PLIM targets met across this academic year compared to the 2019-2020 academic year. • Phase 2 had the largest proportion of PLIM targets met (61%) across this academic year. • The cognition and learning area of the PLIM had the largest proportion of targets met (48%) across this academic year. • 70% of pupils demonstrated accelerated progress towards their PLIM targets during the summer term. • Non-pupil premium pupils met a greater proportion (6% more) of PLIM targets across the academic year compared to pupil premium pupils. • Pupil premium pupils met a greater proportion (1% more) of PLIM targets across the summer term compared to non-pupil premium pupils. Academic Targets (English and Maths) • 84% of academic targets have been met or surpassed during this academic year. • A greater proportion of English targets (6% more) have been met or surpassed compared to maths during this academic year. • Phases 2 and 4 had the largest proportion of academic targets met or surpassed (94%). • Non-pupil premium pupils met or surpassed a greater proportion (4% more) of academic targets across the academic year compared to pupil premium pupils. • Pupils accessing a Pre KS1 – KS2 curriculum met or surpassed the greatest proportion (93%) of

		academic targets. Academic Progress (English and Maths) - There is little variation between the amount of academic progress made between English and maths. <table border="1"> <thead> <tr> <th></th><th>Maths</th><th>English</th></tr> </thead> <tbody> <tr> <td>Cherry Garden</td><td>2.0</td><td>2.7</td></tr> <tr> <td>iASEND</td><td>10%</td><td>10%</td></tr> <tr> <td>Benchmark</td><td>22%</td><td>20%</td></tr> <tr> <td>Qualifications</td><td>20%</td><td>20%</td></tr> </tbody> </table> Covid Response 71% of pupils whose progress towards their PLIM targets had been *adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term. - A greater proportion of pupil premium pupils (11% more) whose progress had been *adversely affected due to the spring 2021 national lockdown made accelerated progress during the summer term compared to non-pupils premium pupils. - A greater proportion of pupils (7% more) who have spent an increased amount of time out of school due to Covid made accelerated progress towards their PLIM targets during the summer term compared to those who were able to attend school throughout the pandemic. 84% of academic targets have been met or surpassed by pupils who were *adversely affected due to the spring 2021 national lockdown. This is equal to the amount of academic targets that were met or surpassed across the whole school. *Pupils who were adversely affected due to the spring 2021 national lockdown were identified by staff groups who scrutinised pupil progress towards termly PLIM targets and end of year academic targets.		Maths	English	Cherry Garden	2.0	2.7	iASEND	10%	10%	Benchmark	22%	20%	Qualifications	20%	20%
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Pupil Premium Information	KMcM/PFH	Pupil Premium Strategy statement is published annually on the school website by the end of the Autumn Term to reflect plans for the academic year after assessing the needs of pupils. Overview of school data is summarised in the SEF (updated November 2021), The Progress and Achievement Report (Updated September 2021) and The Headteachers Report to Governors (November 2021). There was a 1% variation between the proportion of PLIM targets met by Pupil Premium and Non-Pupil Premium pupils. 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.															

		Governor monitoring visit by Katie Kelly took place on 10 November 2021.
Other Vulnerable Group Information	ES/JM	LAC report to governors November 2021. The needs of all LAC pupils are monitored through the annual review of their EHCP and the update of termly PLIMs linked to EHCP targets. In addition, all PEP reports or completed in a timely manner (bi-annually)) for the Virtual school where assessment and progress is monitored and targeted intervention put in place to provide personalised support where necessary. J Moffitt monitors progress of all LAC and PLAC pupils within school.
Feedback from External Sources	MJ	SIP reports to MJ and Chair of Governors (on Portal and circulated with Agenda papers). Link to Ofsted report on school website. Covid-related Ofsted visit October 2020. Parent survey ongoing via Parent View. Targeted Governor Monitoring Visits throughout the year (reports available). Annual exam inspection by JCQ in May 2019 reported that school procedures and policies are accurate and in line with exam board requirements. Continuous follow-up visits with a focus on Sixth Form, data, Pupil Premium, Governance with positive outcomes.
Attendance Data	JB/LC	Julie Brown has taken on the Attendance Lead role from Karyn McMahon this term. Information available via SIMs reports. Education Welfare Officer (EWO) meets with JB/LC every 4-6 weeks to monitor attendance (weekly telephone conversations and email contact during Covid or when EWO working remotely). Action is agreed to support improved attendance in identified pupils. Completion of Attendance Analysis follows these meetings. Changes to policy added as an addendum Autumn term 2020. It sets out changes to our normal attendance policy and highlights how school will continue to meet our obligations with regards to school attendance by: • Ensuring every pupil has access to full-time education to which they are entitled • Acting early to address patterns of absence • Supporting parents/carers and pupils who are concerned about the return to school due to coronavirus The usual rules on school attendance have been applied, including parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age). From September to November 15th 2021 our percentage attendance is 90.90%. One pupil is on the Child Missing Education (CME) register while she waits for alternative provision. School makes weekly welfare checks and provides activities, strategies and equipment to meet EHCP targets as requested by parents. No child has been removed from role.
Behaviour/Discipline/Exclusion Information	JB	In-house NAPPI trainers JB/CG have trained 36 members of staff across school, plus all members of SLT in NAPPI Positive Behaviour Support (PBS) Level 1. Further staff training will take place throughout the year. 12 members of staff from across school also trained to Level 2 & 3 (restrictive physical intervention skills).

		CPOMS will continue to be used for the remainder of the autumn term to record behaviour incidents before transferring over to PBS cloud, which supports the NAPPI language. PBS cloud will be used to create consistent approach plans for every pupil by Christmas these will include information across the green, amber and red behaviour scales. Violent incidents are reported to NCC on ANVIL. A range of behaviour management strategies are used across school, such as: Zones of regulation & SCERTS. Each pupil's PLIM has a target that supports and develops their social & emotional behaviour. GT supports pupils' SEMH needs through mediation. Interventions with targeted individuals – play, drawing & talking. Lead therapist supports the use of integrated OT strategies in behaviour management. Links with multi-agencies maintained and pursued to understand and access appropriate pathways to external support for children and their families.
Equalities Information	KMcM	Published Equality Objectives for 2020-2024 available on School website. No racist incidents reported in 2018-2019 or 2019-2020. One incident in 2020-2021 which resulted in a one day exclusion. None to date in 2021-2022.
Complaints Information	AC	None to report.
Home/Community Links	JB	Face to face parent & carer group re-established with positive feedback received. Meetings to be carried out monthly and take place offsite. Parents / carers continue to communicate with each other through the CHS parent / carer fb group. The website and school Facebook page are frequently updated with current and relevant information. Weekly Performing Arts lessons at Platform 1 have re-started after being paused during COVID. Work experience placements continue to be on hold, but local walks and visits to the shops have been prioritised for those pupils who particularly benefit from them, although they must adhere to social distancing and hand sanitising to ensure COVID safety. The weekly after school club and football coaching sessions were re-introduced during the autumn term.
Admissions/Leaver Destinations	MJ/ES	Currently there are 194 pupils on roll. 184 in main school plus 10 in sixth form. Large demand for places (MJ/JR/SO - Admissions List). Information for school leavers is available on SIMS (YB) and in annual destination data document (October 2021). Timely, supportive transition planning includes Careers Education Information and Guidance with independent careers advice given for all pupils from Y10-Y13 delivered by the Northumberland Careers Guidance Team (SLA). C Calcutt is responsible for monitoring the careers education, advice and guidance for all pupils in school.
Quality of Teaching Information*	KMcM	Regular drop-in observations are carried out by the School Leadership Team frequently across the school year along with focussed learning walks. Formal lesson observations monitor the quality of teaching and learning and provide opportunities for shared discussions on pedagogy and pupil outcomes. 'Deep Dives' inform all staff of the current quality of subjects and key areas across school. Subject Progression Models are completed and this process has proved to be extremely useful providing an overview of subject curriculum content, CPD, assessment and informs a subject based action plan. Annual Overviews are written for all subject areas and shared on the website. These provide a broad scope of content which supports sequential learning as evidenced in Medium Term Planning.
Performance Management Information*	MJ/KMcM/AC	All teaching staff Performance Management meetings completed before 31 October 2021. New targets

		agreed. HLTA/TA appraisal cycle (in line with Teachers) including target setting ensures whole staff professional development is ongoing and supports school improvement.
Pay Progression Information*	MJ	Information relating to quality of teaching, performance against appraisal targets and pay progression held in Appraisal Overview (MJ) and individual appraisal documents.
Staff Absence Data	YB/AC	School has continued to stay open. Normal sickness days from September 21 to date – Teachers 15 (6 COVID related) and TA's 245 days (80 COVID related) with 2 staff on long term sickness. Supply agency continued to be used for the first time in over 10 years.
Staffing Information	AC	Current staffing contracts 130 (132 including external paid services).
Discipline/Grievance Issues	AC	None.
Key Development Priorities	MJ	Ofsted March 2017 - 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.
Impact of SDP Priorities	MJ	Our whole school targets for 2020-2021 were:- Quality of Education – A creative, ambitious curriculum gives all learners the knowledge and skills they need for their next steps. Behaviour and Attitudes – Relationships amongst 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 learners. (These targets were the same as 2019-20, due to Covid-19). Impact statements available. Our whole school targets for 2021-2022 are; Quality of Education Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning • Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners • Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers

- Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning

Personal Development

Pupils are equipped with the skills they need for an enhanced quality of life as a result of personalised opportunities for development within enabling learning environments

- Carefully sequenced R(S)HE curriculum
- Whole school approach to sexual violence and sexual harassment between children
- Proactive enrichment offer supports national initiatives: Character Education and Cultural Capital, including reading
- Promotion of healthy food and nutrition as a whole school model
- Capturing and effectively using pupil voice to inform school development and pupil outcomes

Behaviour and Attitudes

Embedded NAPPI principles and strategies will enable pupils to self-regulate and engage in purposeful activities thereby leading to greater progress and improvements in their personal development.

- Understand why and how behaviours emerge and deploy strategies to de-escalate to ensure safety and re-engagement in purposeful activity
- Reduce the distress that an individual may experience that can result in them presenting with behaviours of concern
- Understand the cause of the distress enabling staff to be proactive in using prevention strategies

Support offered to the pupils will be based on an understanding of their individual needs, be actively implemented, monitored and reviewed

Leadership and Management

‘Systems Leadership’ opportunities drive improved outcomes for pupils, through the development and implementation of an evolving, pioneering and innovative 5 year development plan.

- Increased leadership capacity provides wider ownership of school development targets increasing capacity and sustainability.

		• Leadership development focus ensures all leaders are reflective, strategic and drive the vision. • Implementation of 5 year therapy strategy increasingly evident in measurable outcomes for pupils • Standards are sustained and pupils are enabled to reach potential within a climate of educational and economic change (implications of DfE family of schools initiative explored).
Finance Information**	MJ/AC	Budget report produced each term to assure governors of solvency/probity/value added. Updated Committee Structure – 2 Committees - Strategic Policy and Direction Committee/Resource Management Committee. Interim meetings held once per term. AC currently preparing SFVS for 2020. School accounts audited summer 2020 presented to Governors Autumn 2020. Indicative budget to be carried out via MSTeams with School Accountant and AC on 17 November 2021. Budget for 2021-22 to be prepared on Monday 15 March to then be presented to Resource Management Committee for approval and adoption. There is currently £39,000+ owing from county for Top Up Funding for the financial year 2020/21. Awaiting reply. We are currently carrying out a workforce review which runs alongside our 5 year development plan. This process will allow the school to move towards employing more therapists in school.
Continued Professional Development	KMcM	Staff learning during Covid-19 was captured in a document to be shared with Governors. Cleaswell Hill School continues to be a Professional Learning Community. Staff are eager to learn so that all pupils receive an outstanding teaching and learning offer. Our focus remains on the goal for every teacher in every classroom to be as good as they can be in what they teach (curriculum) and how they teach (pedagogy). To support teacher development we will focus on deliberate and intentional knowledge building and the use of evidence-based practice to support with this. Focused Moderation/comparative judgement meetings continue to take place across school termly. PFH/KMcM continue to complete pupil provision scrutinies, which are hugely beneficial in supporting understanding of current provision and next steps.
School Visit details	PFH	Educational visits are imperative to meeting the needs of pupils at Cleaswell Hill as part of the responsive curriculum they follow. Since returning to school in September, there have been 54 separate visits organised by staff. The planning process is supported by Nigel Chopping (Northumberland County Council Health & Safety Adviser) who has helped to ensure that the risk of Covid has been kept to a minimum. As part of the risk assessment process we aim to visit open access venues and follow all in school Covid procedures including; bubbles, hand sanitation and PPE. At the end of September, a group completed a night's wild camping on the school field in preparation for future residential trips linked to the Bronze Duke of Edinburgh award.

Premises/Building/Health and Safety Issues	JT/AC	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 upgraded. 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. Easter buildings work include a window to be added to the newly re-furbished meeting room, and a sensory swing to be sited outside. Testing is now complete in school and all staff have been given a testing kit to use at home twice a week. Currently we have no buildings/premises updates to report but we are currently working very closely with County trying to implement a staggered arrival system for school transport and parents. It seems to be working well so far with few issues.
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*Anonymised data – this may be presented to a committee and reported through that committee to full governors to ensure robust overview in place

**This may be monitored by committee and reported through that committee to ensure that planning is accurate and secure

If, any time the Governing Body wish to receive information on any other subject they should request this from the Head and agree how this should be presented.

Information items may be attached as an appendix (e.g. school/social events/school visitors/day to day update)