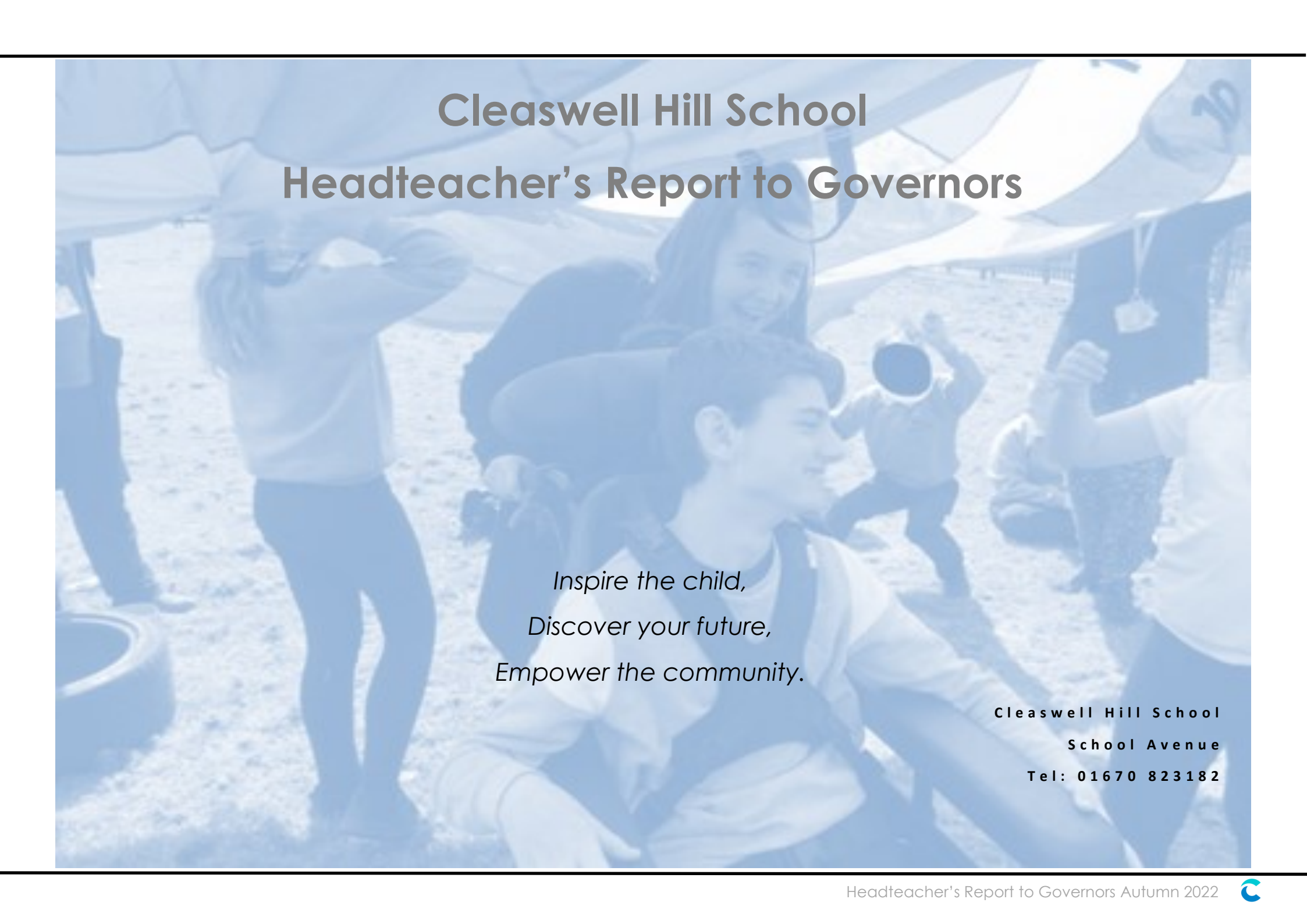


A blue-tinted photograph of students at an outdoor event, possibly a beach. In the foreground, a young man is smiling and looking to the right. Behind him, a young woman is also smiling. To the left, another student is seen from the back, wearing a backpack. In the background, other students are visible, some holding up phones to take pictures. The overall atmosphere is positive and active.

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



Introduction

"You are aware that it's a lot harder to get or maintain an 'Outstanding' judgement under the new framework", said the Ofsted inspector a few sentences into 'Phone Call One'. Probably not the most reassuring words to hear as we started the two hour phone call that launched our Ofsted inspection. For those of you who don't know, the day before an inspection you get two phone calls from the inspector with a short gap between the two.

This is the first Headteacher's report since the inspection and, although it feels some what distant now, I think our achievement requires further recognition and celebration within the context of this report.

Whether it's morally right that school staff should be *hailed over the coals* of an Ofsted inspection after what has been the most gruelling few years in education since WW2 is a discussion that is now a little late for us! Despite this, in a way the timing was actually perfect; we had just had Lynn Watson in school conducting a Quality of Education learning walk, enabling staff to re-familiarise themselves with

how to 'stage manage' a lesson visit/inspection, and as it was the summer term, the pupils were all very settled within their classes (not the case if the inspection was to take place early September).

The inspection was a real success and although we 'remained' Outstanding (despite it being harder), we actually improved upon it; we do not have an area for development identified - something that is extremely rare. Without being too big-headed the judgement itself was validation of what we thought and, to be honest, expected. Having worked very closely with Lynn over the last four years I was confident that our provision was much improved and that it would be evident to any inspector. However, the inspection was very challenging and the judgement 'Cleaswell Hill School remains an outstanding school' came as a relief!

With Ofsted out of the way, this now enables us to focus upon the implementation of the Five Year Plan (5YP). The various actions identified within the plan will not only benefit Cleaswell Hill pupils but also have a wider reach, improving provision for pupils of other schools. This is very much the case with the support work with Castle School, where a dramatic improvement in provision has taken place in a very short time period. In addition, the outreach work Emma Dunn is facilitating with colleagues in other settings is also impacting upon provision for pupils with SEND; see the 'Outward Facing' section of this report. You will also see in the report the sheer amount of development taking place at Cleaswell - we are definitely not resting on our laurels!

Going back to the end of Ofsted Phone Call 1:

The Ofsted inspector concluded the call by asking, "When would you like 'Phone Call Two'?"

"In about a year please!", I replied. Fortunately, in hindsight, the call came only 20 minutes later...

Mike Jackson, November 2022

Section 1 - School Development

Whole School Targets (WSTs)

Our whole school targets for 2022-23 are:

Quality of Education

Setting the highest professional standards as a mark of quality and effective performance through sustained professional growth.

Behaviour and Attitudes

An integrated whole school approach supports staff and pupil mental health and wellbeing.

Personal Development

Highly inclusive personal growth informs practice and drives positive change contributing to meaningful lives embedded within the community.

Leadership and Management

Improved pupil outcomes and increased leadership capacity are driven by the implementation of our pioneering Five Year Plan.



Ofsted

'Cleaswell Hill School remains an Outstanding School'

We have no identified area for development.

School Improvement Partner (SIP)

Lynn Watson was in school on 10th November to carry out the autumn term SIP visit. She was also in school on 3rd November for the Headteacher's appraisal. Lynn will be in school on 8th December and the 12th January 23 to work with David Evans and Karyn McMahon on the development of a custom made assessment system.

Section 2 - Curriculum

Curriculum

We continue to consider the responsive nature of the curriculum offer for all pupils and the environment in which children learn.

Links between elements of learning and building on prior knowledge towards end points is explicit in PLIM targets. A recent moderation meeting has highlighted the continued need to support staff in the EHCP process and writing SMART targets. SLT are already actioning this.

Broad yearly subject overviews, Subject Strand documents and Medium Term Planning enables learners to develop their knowledge overtime.

Subject Policies have been superseded by the newer more detailed Subject Progression Models. Work to combine the best of both of these documents is ongoing with the intention of removing duplication and no longer writing subject policies moving forward. An overarching Curriculum Policy remains statutory.

Following on from the Ofsted inspection last term, we will continue to use the deep dive analysis approach towards the strategic and operational development of curriculum subjects.

Learning walks with subject leads will take place with SLT and a deep dive conversation will be had using the strong framework of the progression models and action plans to immerse subject lead, teachers and SLT rapidly into the current situation.

Subject moderation with teachers will enhance this approach.

An enriching range of co-curricula activities continues to take place alongside the core curriculum and complements what children are learning.

Website curriculum content is being updated and will include an additional area providing parents/carers with more information, guidance and advice on supporting their child's learning at home.

Karyn McMahon

Assessment

During the 2021 – 2022 academic year, teachers continued to follow the Cleaswell Hill School's curriculum assessment policy, using both summative and formative methods. This enabled all class leads to systematically evaluate progress, address misconceptions and accurately provide students with the next steps in their learning.

Multiple assessment systems are used throughout school to measure student progress. This helps to ensure the correct curriculum is applied to each cohort within our three educational pathways; Engagement, Core & Extended. The systems we currently use are; Cherry Garden, MAPP, iASEND and Microsoft Excel for all formal qualifications, PSHEE and PE. Each system benefits from the regular input of live data throughout the course of the academic year, allowing for a more accurate representation of where a student's progress and depth of learning lies, measured carefully against subject specific content. This information allows the progress and performance of each cohort to be closely monitored, with comparisons made to previous years.

Cleaswell Hill School continues to utilise Personalised Learning Intention Maps (PLIMs) to support students' progress towards their key stage, long term targets set out in their EHCP. Careful consideration and close collaboration with parents and carers ensures that aspirational SMART targets are set at the beginning of each term to support progress towards their individualised learning needs and outcomes. We focus on; communication & interaction, cognition & learning, social emotional & mental health, sensory & physical and, from Year 9, preparation for adulthood.

PLIM Targets (EHCP)

- There has been a significant increase in the percentage of PLIM targets met

(76%) across this academic year in comparison to the 2020 – 2021 academic year (45%).



- The foundation stage (pre-key stage) demonstrated the largest proportion of targets met (94%) across the year.
- 82% of students achieved their Preparation for Adulthood target this year – the largest proportion across all areas.
- The percentage of pupil premium students who met or surpassed their targets, exceeded non-pupil premium students for both English (96%) and maths (92%).

Academic Targets - English and maths

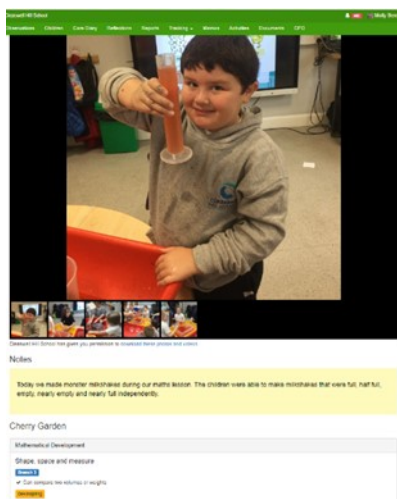
- 91% of academic targets have been met or surpassed this academic year with pupils averaging 13% - 17% progress.
- A greater proportion of English (93%) were met or surpassed in comparison to maths (88%).
- Key stage 2 had the largest proportion of academic targets met or surpassed (91%), with key stages 3 & 4 at 79% and 75% respectively.
- The percentage of pupil premium students who met or surpassed their targets, exceeded non-pupil premium students for both English (96%) and maths (92%) through successful intervention work.
- Pupils accessing the KS2 curriculum met or surpassed the greatest proportion of academic targets (89% maths, 93% English).

MAPP

- All English and maths targets were met or surpassed by our MAPP students this academic year.
- 95% of all MAPP targets were met across all pupils with the average gains made being 16.
- The percentage of pupil premium students who met their targets, exceeded non-pupil premium students by 4%.

Cherry Garden

- 94% of academic targets have been met or surpassed this academic year with pupils averaging 4 – 5 gains.



- Number outsourced reading by 7%.
- The percentage of non-pupil premium students (100%) who met or surpassed their targets, exceeded pupil premium students (92%) with similar gains measured for all (4 - 5).

Academic Progress - English and maths

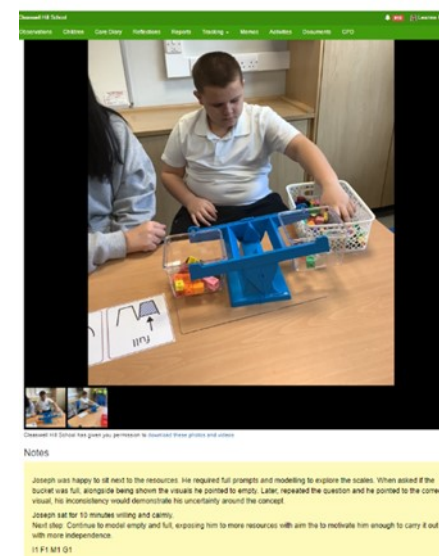
There is slight variation in the academic progress made between maths and English, with a noticeable difference for students studying towards qualifications.

	Maths	English
Cherry Garden	97%	90%
MAPP	100%	100%
iASEND	88%	93%
Qualifications	83%	66%

PSHEE

- 82% of all pupils met or surpassed their PSHEE targets with key stages 3 & 4 meeting sharing the greatest proportion (100%).
- The percentage of pupil premium students who met or surpassed their targets, exceeded non-pupil premium students (4%).
- All key stage 3 & 4 students met or surpassed their targets for the year, with average progress per student at 17%.
- 66% of key stage 2 students met or surpassed their PSHEE targets with a higher average progress percentage of 21%.

Moving forwards this academic year, we are exploring a range of assessment systems, methodologies and strategies to create an assessment model less onerous and



demanding on class leads whilst providing them with more meaningful assessment data.

A deeper and more frequent analysis of students' work through increased moderation will effectively improve the quality of our assessment work. Our plan is to form strong links with local SEN providers and create an SEN working partnership where moderation and best practice can be shared.

With a more streamlined approach to assessment, we aim to develop a more concise and meaningful system which empowers class leads to utilise their data more efficiently and effectively, improving data analysis for individual students and cohorts. This improvement will allow all staff to readily identify gaps in learning, respond with intervention opportunities more efficiently and allow them to develop high quality, personalised resources to better facilitate all of our learners on their individualised learning journeys.

David Evans

PHSEE/RSE Update

Over the past six months, there has been collaborative working with the Integrated Therapies Team, the intervention lead (Helen Moulton) and the SEMH Lead (Rachael Ford-Hutchinson) to begin further work on personalisation of PSHEE learning for students to maximise the impact and difference that the learning has on their lives. Work has begun on offering targeted group PSHEE interventions which have been successfully delivered this term by therapy assistants, planned and supervised by the PSHEE lead. Further developments are planned for the six months ahead to increase the support to teachers in their planning of PSHEE to enhance the differentiation for pupils based on their physical, language, emotional and sensory needs in class.

This term we are delivering a programme by the NSPCC, 'Speak out, Stay Safe' to core and extended pathway learners in Phase 2,3,4 and 5. This has been adapted to meet learners at their stage of development by using a range of learning approaches. This programme is quality assured by the PSHE Association and is already having an impact on the learners and their ability to identify and communicate safe and unsafe behaviours, touches and enabling learners to have the skills necessary to keep themselves safe.

Helen McIntyre



Staff Continuing Professional Development

'Structured and facilitated activity for teachers' intended to increase their teaching ability' Education Endowment Fund 2021

Our focus for this academic year is on consolidating outstanding SEND pedagogy.

Teachers/lead learners will therefore not, as a whole school CPD Programme, be beginning anything new, but rather we will continue with deepening our skills through a planned professional development programme in;

- Autism-aware practices through the Autism Education Trust training in addition to sharing best practice in including; SCERTS, Attention Autism, Intensive Interaction, Sensology, Sequential Oral Sensory (SOS) approach to eating
- Early Literacy, Communication and Reading through Launchpad to Literacy and the teaching of Phonics, use of Colourful Semantics and Blanks Levels of Language, Picture Exchange Communication System (PECS), Communication Boards and visual strategies, plus also ensuring pupil voice informs our decision making
- Using teacher research as a form of professional development, we will further develop our classroom-based action research projects. This will be pursued within Pathways for a second year focus on Metacognition. Teachers/lead learners will be looking deeply at strategies to support pupil thinking in relation

to self-regulated learning. These projects will focus on differing aspects of Habits of Mind, Visible Thinking Frames and Questioning. This inquiry cycle has already begun, with project proposals due in January and will continue through to June 2023. Governors will be invited to join teachers when they share their projects and outcomes in the Summer Term.

A strong professional environment supports staff effectiveness within a personalised curriculum for teachers, lead learners and teaching assistants.

School Leadership create networks across school that coordinate peer and expert support to generate, share and apply evidence about the most effective ways to improve.

In addition to the CPD Programme outlined above, lead learners will have a parallel offer [Lead Learner Professional Development Programme 2022-2023](#) that builds on and complements the HLTA Award and supports their development in;

- Professional Expectations (Targets setting, report writing, working with parents and multi-agency teams)
- Quality of Education (Curriculum and Assessment)

Lead learners have, through appraisal meetings, identified knowledge and techniques they want to work on, and this programme draws on instructional coaching to help develop practice. Getting better at teaching is challenging. Instructional coaching has a robust evidence base underpinning it and has been shown to reliably improve teaching and pupil outcomes.

Formal observations of teaching and learning have begun with Phase and Pathway Leads collaboratively completing this process where possible to support shared understanding and discussion. These observations will be completed this term with teachers receiving verbal and written feedback.

Early Career Framework Teachers continue to develop and learn alongside colleagues.

Teaching Assistants have an induction programme delivered on starting. All TA's have agreed appraisal targets, which focus their learning, and are linked to school and personal development. These run in alignment with the teacher appraisal cycle and will be reviewed in the summer term.

School staff will continue to work outside school to deliver best practice locally and nationally.

Staff continue to pursue qualifications to support their work. Currently some of these

include;

- 4 TA's are completing the HLTA Award
- 4 TA's have started their degree course, Working with Children and Families through the University of Cumbria
- 2 TA's completing a PGCE through the University of Sunderland
- 1 TA completing teacher training through TES
- School Strategic Business Manager is completing a Diploma in School Business Management at L4
- 1 TA is completing a Psychology with Counselling degree through the Open University
- 1 teacher is completing National Professional Qualification for Leading Teacher Development
- 1 Phase Leader is completing their National Professional Qualification for Senior Leadership
- 1 Phase leader has completed the National College Certificate in the role of Designated Teacher for Looked After Children

We remain an outstanding professional learning community.

Karyn McMahon



Targeted support Autumn 2022 – Academic Interventions and Music Therapy.

During the summer term we successfully delivered 40 different interventions, offering 190 places to a total of 137 pupils. This equated to 72% of the school population. This included therapies, Speech and Language and within phase interventions.

Interventions were a mixture of in class/ phase interventions, small groups and individual interventions with our academic mentor and music therapist. The music therapist produced an inspiring video showing music therapy at Cleaswell Hill which has been shared with all staff. This has improved staff knowledge of what music therapy is, why it is important and how to facilitate in sessions. Children have responded very well to Graham (music therapist) and staff comment positively to all the benefits music therapy brings. Having another adult teaching in the classroom develops the children's skills of accepting instructions from an unfamiliar person in a different context.

The academic mentor and music therapist data shows that during the summer term, 98% of children made progress (who were assessed pre and post intervention against their PLIM, IASEND or standardised assessment), 1% made partial progress towards their PLIM and 1% did not make expected progress. Music therapy is offering 13 places this term which equates to 6% of the school population.

Throughout this term, we are successfully delivering 7 academic interventions, over and above the excellent provision already available at Cleaswell. These interventions are delivered via our academic mentor. All interventions are chosen for their evidence-based effectiveness in improving outcomes for learners. We are incredibly proud to be offering 23 intervention places this term to 21 pupils which equates to 10% of the school population.

Recently, we have taken the decision to rename interventions to targeted support. This support comes in the form of academic interventions, SEMH, OT and Speech and Language. We are providing support within the classroom environment to ensure the children have a broad and balanced curriculum including the provision needed for each child from their EHCP.

When children are not achieving targets or concerns are raised from members of staff, triangulation sheets will be completed. Each term the academic intervention lead and therapies team will meet with staff to discuss the triangulation sheets and targeted support will be put in place in the form of academic interventions or therapy support.

Helen Moulton



Phonics

Staff CPD

I continue to deliver phonics lessons each week in school, in which staff are able to watch, thus supporting their own professional development. Staff are continually supported with any aspects of the ELS programme throughout the week. Learning walks began last term and all sessions observed were using the appropriate resources, language, pronunciation, actions and support materials. Learning walks will continue this term with teacher and HLTAs and then will progress to supporting TAs further.

I have supported other special schools in the area by modelling phonics lessons, showing the programme, data and supporting with any questions they may have about the implementation.

Assessment –

Assessment has continued to take place in the 5th week of each half term and staff are gaining confidence to accurately use the data to 'fill in' any gaps in learning before a holiday. The data has been used to support teachers with their new clas-

ses in September and ensured learning has continued at a good pace.

Going forward, we have taken the decision to assess the children once per term instead of once per half term as our children are not progressing through the programme at the same rate as a main stream child and are learning approximately half the amount of phonemes. We wanted to ensure teaching and learning time was kept to a maximum and will continue to monitor progress though the programme in this way.

Professional development

I have recently been successful in achieving an ELS freelance trainer role to support other schools in an advisory capacity.

Helen Moulton

Section 3- Staffing and Finance

Pupil Statistics

SIMS Analysis (Reg x Gender) Numbers represent: Count			
	F	M	Total
Class 1 - Phase 1	1	7	8
Class 2 - Phase 1	0	6	6
Class 3 - Phase 1	4	4	8
Class 4 - Phase 1	2	7	9
Class 5 - Phase 2	1	5	6
Class 6 - Phase 2	0	7	7
Class 7 - Phase 2	6	5	11
Class 8 - Phase 2	2	9	11
Class 9 - Phase 3	0	6	6
Class 10 - Phase 3	2	8	10
Class 11 - Phase 3	2	9	11
Class 12 - Phase 3	4	10	14
Class 13 - Phase 4	3	5	8
Class 14 - Phase 4	3	7	10
Class 15 - Phase 4	2	11	13
Class 16 - Phase 4	3	13	16
Upper 1 - Phase 5	3	6	9
Upper 2 - Phase 5	6	7	13
Upper 3 - Phase 5	4	11	15
Upper 4 - Phase 5	4	3	7
Upper 5 - Phase 5	0	10	10
Total	52	156	208
Information Only			
Sixth Form	4	8	12

SIMS Analysis (Year x Gender) Numbers represent: Count			
	F	M	Total
Year R	0	2	2
Year 1	3	11	14
Year 2	4	10	14
Year 3	6	10	16
Year 4	3	14	17
Year 5	5	13	18
Year 6	2	10	12
Year 7	4	27	31
Year 8	8	17	25
Year 9	2	14	16
Year 10	8	9	17
Year 11	3	11	14
Year 12	4	4	8
Year 13	0	4	4
Total	52	156	208

Staffing

During the autumn term, five teaching assistants have left us to pursue alternative career choices. They have since been replaced with 3 permanent and 2 fixed term contracts.

Sian Critchley will begin maternity leave on Friday November 25th and we wish her well.

Sharon Walker, Assistant Cook, has recently left school we wish her all the best in her next role.

Finally, we would like to say a very sad farewell to Suzanne Oliver our current phase 1 lead who has worked at Cleaswell for the past 12 years. Suzanne is leaving at Christmas to embark upon a new business venture in childminding and we wish her every success for the future.

Julie Brown

Budget Overview

The National Employers made a one year final offer (1 April 2022 – 31 March 2023) to Unions representing the main local government workforce including schools; this has now been agreed. This includes an increase of £1,925 on all National pay points 1 and above (equivalent to a 10.50% - 4.04% pay rise) and an increase of 4.04% on all allowances with effect from 1st April 2022. With effect from 1 April 2023, this also includes an increase of one day to all employees' annual leave entitlement and the deletion of pay point 1 from the pay spine.

Teachers will receive an 8.9% pay increase for M1, 7.97% pay increase for M2, 7.03% pay increase for M3, 6.51% pay increase for M4, 5.54% pay increase for M5 and 5% pay increase for M6 and above, including SEN and TLR payments, with effect from 1 September 2022. The Teaching Unions are currently in dispute over this and have requested a 12% minimum pay award for 2022-2023; irrespective of potential trade union action, all employees are entitled to receive the increased pay. The pay progression applications featuring banding changes for teachers as a result of the annual appraisal process have been submitted to payroll.

The indicative budget will be set virtually with the school accountant on Monday 21st November 2022 for the remainder of this financial year.

Lauren Caisley/Anne Carruthers

Buildings and Premises

Over the Summer holidays a few projects were completed, most notably a complete refurbishment of the kitchen. We hope this will allow our excellent kitchen staff to continue to provide high-quality, nutritious food to an ever-increasing school population whilst at the same time being more efficient with electricity.

Unfortunately, at time of writing the therapy containers and timber cabin have still not been delivered. We now hope to receive the containers by mid-December. The containers and timber cabin will provide some much-needed space for therapies and interventions in school.

Stop Press: We have just officially found out we are getting the Sycamore Centre, more news to follow!!!

Jordan Tolley



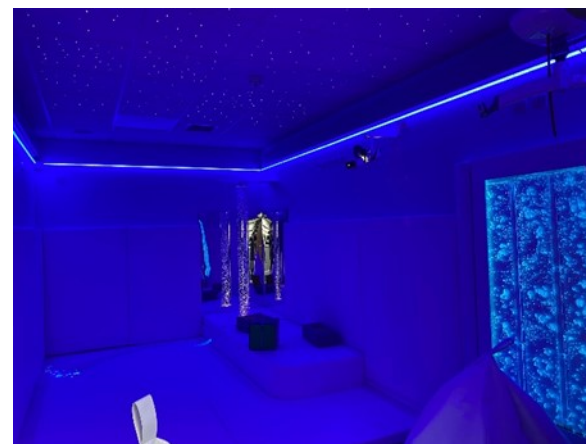
Fundraising Governor's Report (18/05/22 – 01/11/22) – Cleaswell Hill Foundation:

Following the last report to governors, Cleaswell Hill Foundation (registered charity number 1000697) has continued to initiate and promote fundraising opportunities whilst developing strong links with parents, carers, pupils, staff and members of the

local community.

We hosted our second annual health and wellbeing week from Monday 9th May – Friday 13th May. Cleaswell Hill School staff and students were sponsored to complete a wide variety of exciting health and wellbeing based activities such as fun runs, sponsored swims, boogie bounce, taste testing, dancing, rebound therapy, aqua aerobics, yoga, local walks, obstacle courses and more! The event raised a phenomenal £1,205.83 towards fitness, health and wellbeing resources and experiences for the children that attend Cleaswell Hill School.

We were thrilled to receive generous donations including £1,000 from The R W Mann Trust towards a summer programme at Cleaswell Hill School, £1,500 from The Asda Foundation towards an inclusive outdoor play area, £2,000 from The Boshier Hinton Foundation towards a sensory room and £5,000 from The Screwfix Foundation towards an inclusive outdoor play area as a result of grant applications during the month of May. We also met with a member of staff from Cambois School this month to provide support regarding fundraising at their school.



On the 5th of May, the total balance of £21,596.15 was paid for the sensory room, fully funded by Cleaswell Hill Foundation. The bespoke resource features specialist padding, a bubble tube, bubble wall, fibre optic ceiling lighting, a projector, interactive fibre optic strands, a plinth and interactive colour changing LED lighting. Following its completion, the sensory room is utilised daily, including after school and during school holiday periods by children that attend Cleaswell Hill School and members of the local community.

During the month of June, we hosted a 'playground party' with a bouncy castle, inflatable slide, playground games and party food to celebrate the Queen's jubilee

funded by a grant application to the Northumberland County Council Community Chest. We also raised £271.00 during our 'Father's Day/Someone Special Present Room' event which enabled pupils to choose, wrap and gift a present to 'someone special'. We were delighted to receive a generous donation of ten refurbished laptops for our learning leads as part of the 'Tech 4 Teachers' scheme and fifty books from the Marcus Rashford Book Club for pupils to take home and enjoy this month. The donation of £1,000 from The Barbour Foundation towards an inclusive play area as a result of a grant application was also gratefully received in June.

Our 'Summer Fundraising Event and Sports Day' on the 14th of July and Scholastic Book Fair raised an outstanding £1,567.96 for Cleaswell Hill Foundation. The fantastic Elliot Brothers performances also raised £2,020.52 for drama resources and experiences this month. We gratefully received a donation of five laptops from True Potential via The Sunshine Fund during the month of July and hosted a visit from The Morpeth Lions to discuss future funding opportunities.

On the 21st of July, Cleaswell Hill Foundation purchased two bespoke therapy cabins at a total cost of £50,800. The therapy cabins will be constructed from repurposed shipping containers with treated timber exterior cladding and are scheduled to be delivered by December 2022. The provision of therapy cabins at Cleaswell Hill will facilitate occupational therapy, play therapy, mental health, social skills and speech and language interventions on a 1:1 and small group basis with trained therapists.

Three members of #TeamCleaswellHill completed the Great North Run on the 11th of September and kindly raised £874.11 for Cleaswell Hill Foundation. We also received £77.48 of sanitary products from PHS via The Department for Education as a result of a successful application and £650 from an event hosted by the local community at Bedlington Social Club. Our coffee and cakes morning in aid of Macmillan Cancer Support on the 30th of September was a success and ended with a pupil bravely completing a sponsored head shave!

During the month of October, we were delighted to receive a donation of £300 from The Four Ladies, Cramlington following a community event. We also received another fifty books from the Marcus Rashford Book Club for pupils to take home and enjoy this month. Our Halloween fancy dress competition on the 21st of October was very well supported.

We were delighted to be selected as one of Choppington Co-op's local community causes for 2022-2023 during the month of November; all of the funds raised will be utilised towards an inclusive outdoor play area at Cleaswell Hill School.

Our links with Just Giving, Music Magpie, Your School Lottery, Empties Please, Stikins,

Paypal Giving, Easy Fundraising, our onsite clothing bank and local community collection boxes continue to generate essential funds for our charity. Our local community collection boxes raised £671.07, our new onsite clothing bank generated £164.40, our partnership with Amazon Smile raised £125.68, our link with Easyfundraising generated £86.82, our Empties Please ink cartridge collection raised £13.00, our link with Music Magpie generated £27.73 and our lottery raised a phenomenal £726.50 following the last report to governors.



Seven new grant applications have been submitted following the last 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 Royal Victoria Trust for the Blind, 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, British Volt, Farrans, The Hilden Charitable Fund, The Andy Fanshawe Memorial Trust, The P Leigh Bramwell Trust, Lyne-mouth Power, The Paskin Children's Trust, The Joyce Fletcher Charitable Trust, Happy Days, The Jazz Apple Foundation, Universal Music UK Sound Foundation, Delamere Dairy Foundation and The Jo Walters Trust.

Our future planned fundraising events for the remainder of this term include a non-uniform day on the 11th of November for donations of items for the Christmas Market, Scholastic Book Fair from the 28th November – 2nd December, non-

uniform day on the 18th November in aid of BBC Children in Need, Christmas Market event on the 1st December, Christmas Present Rooms on the 9th, 16th and 22nd December and non-uniform day on the 23rd of December.

Cleaswell Hill Foundation's annual general meeting is scheduled for the 7th of November. The audited accounts, amended constitution, amended policies and trustee report for 2021-2022 will be presented and ratified at the meeting.

Cleaswell Hill Foundation trustee and Cleaswell Hill School governor Maureen Spence continues to kindly volunteer her time to provide invaluable assistance to Cleaswell Hill Foundation. Cleaswell Hill School governor Katie Kelly also continues to generously volunteer her time to support the Foundation.

Thank you for your ongoing support,

Lauren Caisley

Section 4 - Specific Issues

Safeguarding

Safeguarding Governor, Gill Finch completed the Autumn Term monitoring visit on 21st September 2022. (Report in pack) The focus was compliance. This deep dive of safeguarding practice linked to our policy supports detailed discussion and completion of the S175 Safeguarding audit ahead of the audit meeting with Mick Dunn from Clennell Education Solutions (CES).

The completed audit is available in the Governors pack.

Staff, including Governors, have signed that they have read, understood and agree to action Keeping Children Safe in Education 2022.

Refresher training for staff is on November 22nd 2022 and for Governors this is arranged prior to the Autumn Term meeting on 29th November 2022.

Current Case Numbers

Autumn Term 2022	
Number of pupils on roll	208
Child Protection Plan	1
Child in Need with an active Children's Services Plan due to safeguarding concerns	1
Child in Need with Disabled Children's Team identified Social Worker	68 (68 in Summer 2022)
Looked After Children	4
Early Help Assessment	1
Pupil Premium Pupils	101 (92 in Summer 2022)
Prevent/Channel Panel	0

Staff have reported 127 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of this academic year. None of these have resulted in a referral to children's services, although advice has been sought.

We continue to monitor and capture online searches in school using Senso software. Staff are alerted if there is a potential concern and a log is kept of actions and outcomes.

All incidents are closely monitored by school with staff being tenacious in regard to the outcome of referrals.

Pupil attendance is an important aspect of safeguarding practice. To date this academic year, pupil attendance is 90.84%. Nationally, Special School attendance rates are 88.10% (DfE Pupil Attendance and Absence Dashboard). School meet every 3 weeks with the Education Welfare Officer (EWO), Clare Laskey. We recently met on 8th November 2022. It is our shared intention to focus on our attendance policy and practice over the coming weeks and Governors will receive an update at the Spring Term meeting.

Pupil Premium Funding supports quality teaching and learning, including interventions for pupils identified as disadvantaged. Katie Kelly will be carrying out a Monitoring Visit on November 22nd 2022 and will share her report with Governors.

Karyn McMahon

Personal Development

With a view to enhancing pupil voice across school, we have set up a working group within each pathway to develop the way that pupils contribute and are listened to according to need and accessibility.

As part of the development of the accessibility plan, we are working with governor, Gill Finch, to ensure pupil voice is evident and represented by creating a pupil pen portrait and then incorporating parent views to ensure holistic and meaningful impact.

Questionnaires have been completed by pupils regarding impact of COVID in order to gather information to support with any gaps/issues that pupils feel they may have experienced.



Increasing independence through sensory/ physical aspects of learning

We are currently organising training around understanding sensory processing and integration needs and how they impact upon pupils in every pathway.

The handwriting programme is being developed within pockets of school where need is identified with guided support from the lead therapist, ICT Lead and relevant teachers.

All physical development therapy programmes in rebound and physio have been managed and directed by Jo Golden who ensures consistent delivery and quality assurance within school. We are now working with the pool manager to ensure a rationale is developed around the use of hydrotherapy, ensuring similar high-quality support and standards are maintained.

Emma Dunn

Behaviour

Behaviour for learning across the whole school is firmly rooted in positive behaviour support strategies using the NAPPI approach. This includes the Five SMART Principles, a framework of considerations when interacting or intervening with a learner who is becoming distressed.

The Five SMART Principles are:

- **Stay One Step Ahead** - provide effective support using a person-centred approach.
- **Move One Step at a Time** - communicate at a level and pace that the learner can understand, especially when under stress.
- **Attend 100%** - review how negative attitudes can affect the language that employees may use to describe learners and their behaviour.
- **Refocus the Attention** - change the direction someone looks, thinks or moves.
- **Together** – working as a team as well as with each individual learner and their family.

Positive Behaviour Support strategies are supported by the principles of applied behaviour analysis, and lead to the identification of the function or purpose of behaviour, as well as the development of alternative methods of communicating.

Ultimately such strategies aim to reduce behaviour of concern and increase quality of life.

All behaviour incidents are recorded on the PBS Cloud and staff teams are encouraged to:

- Reflect on the underlying issues that may lead to behaviours of concern.
- Think about ways of responding to behaviours of concern in a non-judgmental and supportive way.
- Develop their own practice, and that of others, through the sharing of skills and experiences.
- Update consistent approach plans if necessary.
- Highlight any training needs where appropriate.

As part of whole school development, all class leads have had further training on the PBS cloud to ensure accurate and timely recording of behaviour incidents. Analysis of this data will support us in identifying the function of an individual's behaviour and help us to gain a better understanding of how to decrease barriers to learning.

This will feed into the consistent approach plans to ensure they build an accurate picture which consistently meet individual needs, linking to EHCP targets (particularly SEMH). There will be a focus on embedding green scale activities into the curriculum to support positive mental health and wellbeing.

Julie Brown

Therapy

The integrated therapy team continue to adopt a range of approaches to provide therapeutic input to the greatest number of children and families, given the resources available and, where possible, with a focus on early intervention.

Urgent matters arise with regularity for children within all pathways and therapists work closely with educational professionals to respond to these needs. Close collaboration between school, home, health and social care is fundamental to success. Regular clinics are being held in school by Psychiatrists, Specialist Nurses and a Pediatrician. Effective collaboration has led to quicker pharmaceutical intervention in some urgent cases and timely referrals to external professionals. Unfortunately, despite effective collaboration with key professionals from health and social care, there remains a significant lack of services and provision, beyond

school, to support children with very complex needs who may be nearing or at crisis point.

It can be challenging to balance the urgent needs of some children in school against the more discreet, yet significant needs of others. For example, there are some children in the extended pathway who present as relatively settled within the school day but experience difficulties in other areas of their life, perhaps due to difficulties with interpersonal relationship or mental health issues. These children, who may go on to further education or supported employment, are equally in need of therapeutic input to support their preparation for adulthood.

Rachael Ford-Hutchinson has been in her post as Mental Health Lead since September 2022 and this is a hugely positive development in school. On completion of the Advanced Designated Mental Health Lead Course, Rachael worked with school leaders to audit and collate the school's strength in supporting mental health and well-being. Working with the staff team in school, she has a continued focus on the universal and targeted offer at Cleaswell and appropriate, timely referrals to external professionals.

Rachael continues to work directly in her role as qualified play practitioner. Therapy assistants and some additional support staff have received training to become Emotional Literacy Support Assistants (ELSA) and in the Friends Resilience approach. Interventions for 'Drawing and Talking', 'Sandstory Skills' and 'Lego Therapy' are also running as part of a broad range of therapies to target emotional wellbeing as an early intervention or preventative means.

Since July 2022, CHS have held the license to be the Autism Education Trust (AET) Training Partner for Northumberland, where Rachael Howitt (Highly Specialist SaLT) and Emma Dunn (Assistant Head) are the Lead Trainers. Jamie Wheadon (Teacher), Dominique Price (Teaching Assistant), Jean Brown and Jack Hogg (Teaching and Therapy Assistants) are also a part of the AET training team. Two members of the training team have family members with autism and have insight and experience as both a staff member and family member, which is very valuable. Cleaswell Hill holds the 'All-Phase' AET license which enables the team to deliver training designed for staff working with children in the Early Years, School-Age and Post 16. The initial focus is to train all staff in school in two core modules: Making Sense of Autism and Good Autism Practice. Based upon the AET training package provided, training will be tailor made for each pathway in school, in order that the training provided is bespoke and relevant for staff at Cleaswell. So far, the Making Sense of Autism training has been delivered to staff in the Extended and Core Pathway with the Engagement Pathway receiving training on 9th November. Further training on AET Good Autism Practice for the three pathways will be rolled

out in the Spring 2023 term.

Training is the first focus of the AET, with the wider aim to achieve and maintain a culture whereby staff are current and competent regarding positive attitudes towards neurodiversity. The longer-term plan is for the AET training modules to be delivered externally which will engage and upskill staff in other settings (Castle staff have received some training), potentially reducing some demand for SEN school spaces. The AET training is based upon current best practice and training externally may offer the potential to generate financial income for Cleaswell Hill

The therapy team continues to support the quality and accuracy of Educational Health Care Plans and outcome setting. Therapists work with educational staff to assess and accurately reflect the child's individual need and provision within Education, Health and Care Plans. This is a lengthy and intensive process, which began by targeting children presenting with the highest need as a priority, with the ongoing aim to contribute to each child's review and documentation, as capacity allows. This level of integrated working upskills both therapists and educational staff, which is being applied to the EHCP process beyond sometimes limited opportunities for collaborative working. Cleaswell therapists continue to work closely with NHS colleagues to optimise input from their services, when needs are identified that fall within their remit.

There is a medium-term plan in place to train staff in the Engagement and Core Pathways in Picture Exchange Communication System (PECS), which is an evidence based, specific communication approach for autistic children. Four staff have been identified to complete their training in Autumn 2022 to ensure the delivery of best practice. Rachael Howitt is working with other members of the Senior Leadership Team to explore the viability of a larger training session in Summer 2023, whereby Cleaswell Hill will host the training and offer places to delegates from other provisions for a fee.

The Therapy Assistants are being mobilised despite challenges with room space and the ability to release the assistants from class, due to staff absence through sickness. The Therapy Assistants are steadily gaining confidence in their respective therapeutic areas; e.g. with one co-delivering a training session on Colourful Semantics in November 2022 and another leading an upper limb group. Two therapy assistants are undergoing training in Lego Therapy, which is a well-researched and evidence-based social skills intervention that has many positive outcomes for language and communication skills as well as mental health, confidence, and social skills to name a few.

Rachael Howitt is continuing to work with Hayley Appleby-Morris (Teacher) to develop an Engagement Profile tool that reflects the needs of autistic children. This is

based heavily upon the SCERTS Model (Social Communication, Emotional Regulation and Transactional Supports). The aim is that teachers and class leads will be able to complete the SCERTS assessment independently and use the results to identify specific PLIM targets and then seek support from SALT or OT if necessary. It will help to upskill the workforce and alleviate some of the pressures on the small therapy department.

Jo Golden (Specialist Occupational Therapist) has now completed her Sensory Integration Training (ASI Wise) module 1 and 2. This in-depth postgraduate training award (PGCert) provides masters level training in the area of Sensory Processing and Integration. Module 3 will commence in January 2023, and consolidates learning to administer the new EASI assessment. Moving forward and with supervision and guidance from Juliet, Jo will assess the sensory processing and integration needs of children in school. The advantage of the new EASI assessment tool is the level of scrutiny and standardisation it will provide for children in the extended pathway.

Jo Golden, Jade Kilpatrick and Sine Rossin continue to develop the Rebound Therapy Service providing high-quality, blocks of Rebound sessions that include personalised goals. Rebound therapy has considerable positive impact in the areas of; physical ability; communication; sensory regulation and functional tasks. The E-book system is proving to be an extremely successful method of recording children's needs, goals and achievements and has the added benefit of being able to update goals and videos during a session, thereby allowing real time comparison of changes. Parents have expressed how much they value and enjoy sharing their child's experience of Rebound through the E-books. Unfortunately, the need for Rebound outweighs the current capacity in terms of; availability of space, suitably trained staff and the number of trampolines. Identification of unmet need will inform the future development plan.

Jo Golden also continues to offer OT support during Hydrotherapy sessions for children with physical needs. Currently the focus is to formulate plans and functional goals around dressing/undressing, physical development and their ability to physically transfer (e.g. move from sit to stand). Hydrotherapy allows practice and promotes independence of these skills which are learnt in context and are often a main priority for children, parents and carers. Jo provides training and monitoring for as many staff as possible. There is currently a wider review of hydrotherapy provision to optimize this therapeutic resource for children from different cohorts across all pathways.

Juliet Ruddick and Rachael Howitt are offering training workshops in 'An introduction to sensory processing and integration', 'A multi-sensory approach to the development of handwriting' and 'Social Communication, Emotional Regulation and Transactional Supports (SCERTS) awareness for children in autism' in a county wide initiative to strategically improve SEND strategy and outcomes.

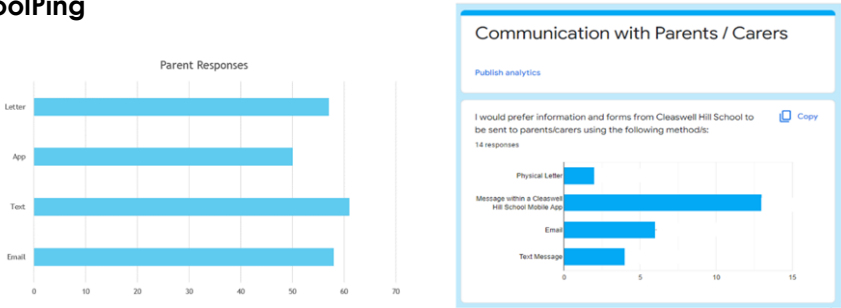
Juliet Ruddick

Parent Partnership

Through regular phone calls and the pupil's home / school diaries, we have established effective 2-way communication links between many of our parents and carers. However, we continue to have difficulty in encouraging active involvement from and, unfortunately, during the last academic year the parent / carer group was not as successful as we had hoped. It is hoped that, in the future, I can work in consultation with Lauren Caisley (Strategic Business Manager) to create more social based opportunities to invite parents and carers into school.

Julie Brown

SchoolPing



Following feedback from parent and staff questionnaires, we have invested in a new communication system named 'SchoolPing', which features a Cleaswell Hill School app, payments module, email and text messaging service. 'SchoolPing' was soft launched in conjunction with physical letters until October half term with phenomenal success; it is now the primary method used to contact parents to instantly distribute letters, forms and important information. 99% of all parents are currently utilising 'SchoolPing'; this has already greatly reduced the cost, time and environmental impact of sending out communications using paper and ink.

Lauren Caisley

Admissions

Admissions meetings take place fortnightly to discuss and respond to the numerous requests for places. The admissions team is made up of Yvonne, Juliet, Emma and Mike.

Destinations Data/Leavers

Since returning to school in September, visits to Azure College, Buzz College,

Brightside, Tyne Coast College and Newcastle College for all year 10, 11, 12 & 13 pupils have been organised. A meeting has been arranged with staff from Northumberland College to discuss visits. Staff from Brightside, Azure and Buzz have been invited to attend our Christmas Fayre with students and to set up stalls to enable them to talk to parents and carers about future options for their young people. These organisations have also been invited to attend our Christmas performance at Platform One to help to forge firm links and to enable smooth transitions in the future. Six pupils will be taken to Newcastle College one per half term as part of a long transition. We are fully supported by Newcastle College staff and hopefully five of the pupils will feel comfortable and confident enough to attend the college full time in September 2023, the sixth in September 2024.



One-to-one careers interviews are being held for all year 11 pupils and work experience placements have been set up within school. Pupils will have access to the My Future Options Careers Event and pupils leaving us this year are currently developing Person Centred Plans with a PCP Planning Facilitator from NCC. This will ensure that pupils can make decisions around their future pathway. The transition co-ordinator is attending all Year 11, 12, & 13 annual reviews to discuss with pupils, parents and carers the most appropriate future provision for the pupil and to help to make a plan that will support the pupil to achieve their goal.

Charlotte Calcutt

Careers / Pathways

This year we launched the Talentino programme across Phase 4 and 5 to support staff in delivering an effective Careers/Pathway curriculum. Phase 4 & 5 leaders



have delivered training to staff and the careers programme is now being delivered to all pupils across both phases. Alongside pupils accessing Talentino resources, pupils within the Extended Pathway across Phase 5 are using Globalbridge, which is a digital platform through which young people can showcase themselves beyond exam grades alone and connect with future career and education opportunities.



Pupils are accessing a range of activities within their curriculum, such as receiving sessions from the DWP and visiting Albemarle Barracks to participate in a team building exercise. Teams from Skills Boosters and Groundwork will also be coming into school to work with two groups doing team building activities in November. Pupils within the Core/Engagement pathways will also access the Safety Reliance Centre in Newcastle so that pupils can practice their independent travel skills; having good independent travel skills will increase their chances of leading a fulfilling life and working in the community. Bus pass letters are being produced to support independent travel sessions across Phase 5. Eventually some pupils will be supported to travel on a bus to access the community, college and possibly work independently.

All opportunities provided to pupils is recorded on Compass+. The Careers Lead has been asked to speak at a regional conference at Newcastle Business School

in November to support other schools in recording activities on the programme, due to the effective use of it within our school.

Charlotte Calcutt

Development of Outward Facing Partnerships

WE SEND Project

Cleaswell is continuing to be a coaching school again for a number of schools across the region. Cleaswell will work with a 'quad' of schools to audit, develop and support their SEND provision with a set of school in Berwick and Seaton Valley.

SEND Advisor Role

Emma Dunn continues to work as a SEND Advisor for Northumberland County Council on a 2 two-day basis as a seconded role. As part of this she is supporting and quality assuring SEND provision in a number of schools within Northumberland. David Street (Deputy Director of SEND) has asked for her to speak to at the next Secondary Head's meeting in order to ascertain uptake of a HUB which would see Cleaswell being part of the design, training, and quality assurance of an Additionally Resourced Provision (ARP) within mainstream secondary schools.

AET Partner School

Understanding of autism and what constitutes good autism practice to promote successful inclusion of all autistic pupils remains a vital training need across Northumberland.

As the Autism Education Trust (AET) Partner School for Northumberland, we have started phase 1 of our delivery plan across Cleaswell and Castle School. First delivery was carried out by Emma Dunn and Rachael Howitt as Lead Trainers and then four other members of staff have formed part of the AET Team, who will then support with delivery in Autumn Term to gain experience and increase capacity going forward. This term sees the delivery of the training module 'Making Sense of Autism' with the next module 'Good Autism Practice' being delivered in Spring Term. Delegate feedback has so far been excellent.

County SEND Training Offer

As part of our continued commitment to supporting the delivery of high quality SEND teaching and learning within Northumberland, we are the only special school to offer training sessions in bespoke areas of need. These sessions are An Introduction to Sensory Processing and Integration; Social Communication, Emotional Regulation and Transactional Supports (SCERTS) Awareness for children with Autism; A Multisensory Approach to the Development of Handwriting. They are being delivered by the therapy team and a provide a much-needed area of support for schools in the region.

Summer Programme 2022

The fourth annual Cleaswell Hill School summer holiday programme in partnership with Active Northumberland was a phenomenal success. The inclusive programme was held from Tuesday 30th August until Friday 2nd September at Cleaswell Hill School and featured activities such as soft play, obstacle courses, Tacpac, arts and crafts, sensory stories, sand/water play, parachute games, Tiddlywinks, Little Movers, target games, inflatables, treasure hunts, messy play, bouncy castle, ball pit, team building, den making, boccia, kite making/flying, invasion games, cricket, dodgeball, multi-sports and hydrotherapy. The summer programme hosted twenty nine children from across the school population and received outstanding feedback. The summer programme was partially funded by a donation of £1,000 from the R W Mann Trust as a result of a successful grant application by Cleaswell Hill Foundation (Registered Charity Number 1000697).

Lauren Caisley



School Links

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

Additional links, that usually take place are outlined below (hopefully many of these can be re-established and new links created in the Spring Term):

- Student placements: Sunderland University (PGCE), Newcastle University (PGCE), Northumbria University (B.Ed., PGCE), SaLT, Nursing
- Work Experience placements for pupils
- Local FE Colleges
- Creative North East Gateshead Newbridge Art Project
- Toucan Education (specific learning difficulties)
- Judith Davis (Community e-safety Officer)
- 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)

Exclusions

There have been two half day exclusions this term.

Complaints

There has been one official complaint this term.

Hydro Therapy

Our aim continues to be the provision of quality time in the pool with appropriate support for our students, whatever their needs.

Despite it being a challenge, we were able to keep the pool open to the children of CHS during the lockdowns. Giving them some kind of normality to their disrupted lives.

In September 2021 we began to hire the pool to families of CHS and to the wider public.

Initially as society re opened business was slow and punctuated with lots of Covid related cancellations.

We now hire the pool Wednesday to Friday evenings after school hours. This has proved to be very popular, with most sessions booked every week.

It is encouraging to see members of the local community with mobility and other medical issues using our pool as part of their rehabilitation.

Waterbabies provide Mother /Baby bonding lessons weekly and children of Cambois P.S now enjoy the pool every Friday.

Pool income for the school year ending August 31st 2022 was £9,390.00

I believe there is still capacity to increase the number of sessions available to hire, without compromising the performance of the pool plant equipment. Saturday mornings being an obvious target.

Finally, many thanks to the pool team for their dedication and flexibility and to MJ for his support.

John Carruthers, Pool Manager

Diary Dates for 2022-23

Autumn

Value- Resilience

NAPPI Level 1 training	September 6
Diabetes training	September 7
Great North 5k	September 9
Great North Run	September 11
NAPPI Level 2/3 training	September 12,13
Commuted Hours 1/6	September 14
AET Making sense of Autism	
Extended Pathway	
CPOMS staff training	September 20
Safeguarding Governor Monitoring visit	September 21
NSPCC training Speak Out Stay Safe training	September 27
Pupil flu jabs	September 27
School photos	September 28
Staff Room Coffee & Cake (Macmillan)	September 30
GDPR inspection	October 5
Speak Out Stay Safe virtual teacher briefing	October 6th or 13th
World MH Day #HelloYellow 2022	October 10
SchoolPing training	October 10
Commuted Hours 2/6	October 12
AET Making sense of Autism	
Core Pathway	
Staff flu jabs 9.00-1.00	October 12,13
Graduated Response to Mental Health Governor	October 12
Monitoring Visit	
Reading and Communication Governor Monitoring Visit	October 18
October letter out	October 20
Non-uniform Day (Halloween)	October 21
Teacher Appraisal cycle finishes	October 21 (31 st)
Fire drill	By October 21

Half Term	October 24-28
Value- Determination	
TA Appraisal cycle	November 1-11
Governors Strategic Policy Committee Meeting inc. Lynn Watson	November 3
Buildings Governor Monitoring Visit	November 4
Governors Resource Management Committee Meeting	November 7
Cleaswell Hill Foundation AGM	November 7
Commuted Hours 3/6 AET Making sense of Autism Engagement Pathway SIP Visit (implementation Plans)	November 9
Safer Recruitment Refresher- Governors virtual meeting 9.30-11.30	November 10
Remembrance Day	November 11
Ian Lavery MP Visit	November 11
Pudsey Bear Visit	November 11
Non-uniform day (donations to Christmas market)	November 11
Anti-bullying Week- Reach Out	November 14-18
Indicative Budget Setting	November 21
Enterprise Week	November 21-25
Children in Need – Non Uniform Day	November 18
Book Fair	Nov 28-Dec 2
Autumn Term Governors meeting	November 29
Christmas Market SIP Visit	December 1 December 8
Christmas present room (see schedule)	December 9-22
Christmas Performances	December 13, 15
Christmas Lunch	December 21
Non-uniform day	December 23



Spring

Value- Happiness

SIP Visit	January 12
Non-uniform Day (NSPCC Number Day)	February 3
Commuted Hours 4/6 Good Autism practice Extended Pathway	February 8
Safer Internet Day	February 14
Non-uniform Day (Valentines)	February 17
Half-term	Feb 20-24

Value- Integrity

Non-uniform (World Book Day)	March 3
Careers Week	March 6-11
Commuted Hours 5/6 Good Autism practice Core Pathway	March 8
Present Room (Mother's Day/Someone Special) see schedule	March 3-17
British Science Week	March 13-17
Non-uniform Day (Red Nose Day)	March 17
SFVS submission	March
Spring Term Governor meeting	March 27
Non-uniform Day (Easter)	March 31

Summer

Value- Independence

Earth Day	April 21
Commuted Hours 6/6 Good Autism practice Engagement Pathway	April 26
Interim Appraisal meetings- Teachers	May
TA's	May
Wellbeing/Fitness Challenge Week	May 8-12
Non-uniform Day (donations for summer fundraising event)	May 26
Half-term	May 29-June 2

Value- Respect

Present Room (Father's Day / Someone Special) see schedule	June 9-16
Summer Term Governors	June 27
Annual Reports out	June 30
Parents Evenings TBC	July 4 & 5
Pride LGBTQI+ Week	Week beginning July 10 – day TBC July 10-14
Book Fair	July
Platform One performance dates TBC	July 13 July 17 (reserve) July 21
Sports Day/Summer Fair	
Non-uniform Day	

