

## Appendix 1

### List of Information to be included in Head's Report to Governors – Spring Term 2022

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 February 22) 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 February 22) 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 February 22) 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 | <p>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.</p> <p><b>PLIM Targets (EHCP) 20-21</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Phase 2 had the largest proportion of PLIM targets met (61%) across this academic year.</li> <li>• The cognition and learning area of the PLIM had the largest proportion of targets met (48%) across this academic year.</li> <li>• 70% of pupils demonstrated accelerated progress towards their PLIM targets during the summer term.</li> <li>• Non-pupil premium pupils met a greater proportion (6% more) of PLIM targets across the academic year compared to pupil premium pupils.</li> <li>• Pupil premium pupils met a greater proportion (1% more) of PLIM targets across the summer term compared to non-pupil premium pupils.</li> </ul> <p><b>PLIM Targets – Autumn 2021</b></p> <p>Across the autumn term, 72% of PLIM targets were met. This is an increase of 15% since the summer term 2021 and an increase of 27% on the proportion of targets met across the 2020/2021 academic year. The greatest proportion of targets met were Pathway to Adulthood targets (94%) and the least proportion of targets met were Sensory and Physical targets (67%). Phase 5 had the greatest proportion of targets met (71%) and Phase 3 had the least proportion of targets met (59%). Pupil premium pupils met a greater proportion (5%) of PLIM targets than non-pupil premium pupils. The variation in performance was evident in; Communication and Interaction, Cognition and Learning, SEMH, Sensory Physical and Pathway to Adulthood.</p> |

### **Academic Targets (English and Maths) 20-21**

- 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.

|                | Maths | English |
|----------------|-------|---------|
| Cherry Garden  | 2.0   | 2.7     |
| iASEND         | 10%   | 10%     |
| Benchmark      | 22%   | 20%     |
| Qualifications | 20%   | 20%     |

### **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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pupil Premium Information          | KMcM/PFH | Pupil Premium Strategy Statement/Review 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, along with outcomes from the previous year. Our current Strategy Statement for 2021-2024 uses the recommended DfE tiered format focusing on Teaching; Targeted Academic Support and Wider Strategies. Overview of school data is summarised in the SEF (updated February 2022), The Progress and Achievement Report (Updated September 2021) and The Headteacher's Report to Governors (March 2022). Pupil premium pupils met a greater proportion (5%) of PLIM (EHCP) targets across the Autumn. The variation in performance was evident in; Communication and Interaction, Cognition and Learning, SEMH, Sensory Physical and Pathway to Adulthood. This is due to the efforts made by staff to ensure the progress of vulnerable pupils groups after Covid is accelerated. |
| 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    | 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. Indicators next to a pupil's name will show if their attendance has stayed the same, improved or deteriorated and will also be used to identify emerging patterns and trends.<br><br>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).<br><br>From September to March 4 <sup>th</sup> 2022 our percentage attendance is 88.93%.                                                                                                     |

|                                            |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |       | 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. <b>One pupil has an agreed part time timetable, attending school for 17.5 hours per week while he awaits an admission date at an alternative setting.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Behaviour/Discipline/Exclusion Information | JB    | <p><b>A further 10 people have been Level 1 NAPPI trained by JB/CG, taking the total across school to 46.</b> Further staff training will take place throughout the year. 12 members of staff from across school also trained to Level 2 &amp; 3 (restrictive physical intervention skills). <b>Training for up to 12 more has been arranged for April.</b></p> <p><b>All pupils have a consistent approach plan held within the PBS cloud system. This system is also used to record any behaviour of concern displayed by pupils.</b></p> <p>Violent incidents are reported to NCC on ANVIL. A range of behaviour management strategies are used across school, such as: Zones of regulation &amp; SCERTS. Each pupil's PLIM has a target that supports and develops their social &amp; emotional behaviour. GT supports pupils' SEMH needs through mediation. Interventions with targeted individuals – play, drawing &amp; 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.</p> |
| Equalities Information                     | KMcM  | <p>Equality objectives for 2020-2024 are published on the school website. Published information is updated annually. This is an opportunity for school to describe ways of working to promote equality of opportunity between those with a protected characteristic and those without, along with the work we do to challenge unlawful discrimination and harassment and foster good relations.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Complaints Information                     | AC    | None to report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Home/Community Links                       | JB    | <p>Face to face parent &amp; carer group <b>continues to meet once a month at Choppington Welfare with each session having a specific focus.</b> 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. <b>Work experience placements have re-started and pupils are accessing educational visits, local walks and swimming sessions at Blyth Sports Centre.</b> The weekly after school club, drama club and football coaching sessions <b>continue.</b> <b>External visitors have attended school to lead specialist sessions (e.g. puberty workshops) and parents are invited to attend a range of activities during science week.</b></p>                                                                                                                                                                                                                                                                                            |
| Admissions/Leaver Destinations             | MJ/ES | <p>Currently there are 195 pupils on roll. 185 in main school plus 10 in sixth form. Large demand for places (MJ/JR/SO - Admissions List).</p> <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |            | 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       | <p>1.24 SEND Code of Practice, 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.</p> <p>Drop-in observations are carried out by the School Leadership Team (SLT) throughout the academic year along with focussed learning walks. Together with formal lesson observations, these support in monitoring the quality of teaching and learning and provide opportunities for shared discussions on pedagogy and pupil outcomes. Every member of the teaching team has been observed to date this academic year by two members of SLT with written and verbal feedback provided. Collated learning from these observations is celebrated and any areas of need identified are addressed with individuals, groups or through the CPD Programme.</p> <p>A comprehensive deep dive analysis into each curriculum subject immerses the Subject Lead and team rapidly into the current situation. Subject Progression Models are completed and this process has proved to be extremely useful providing an overview of subject curriculum content, integrated therapy and assessment. An action plan is written which lists what steps must be taken in order to achieve specific goals, clarify resources and the timescale required.</p> <p>Annual subject overviews are written for all subject areas and shared on the website. These provide a longer term, broad scope of content which supports sequential learning and connections as evidenced in medium term planning.</p> <p>Work has taken place within all 3 Pathways to consider the format of medium term planning. This helped to establish how teachers could best organise their knowledge of and make judgements about planning a series of lessons effectively around a subject area for specific cohorts of pupils.</p> |
| Performance Management Information* | MJ/KMcM/AC | All teaching staff Performance Management meetings completed before 31 October 2022. 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 86 (47 COVID related, 10 paternity leave) and TA's 905 days (277 COVID related) with 3 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         | <p>Ofsted March 2017 - Develop further the quality of leadership and management by:</p> <ul style="list-style-type: none"> <li>– continuing to identify accurately the changing and future needs of the school's pupil population</li> <li>– strengthening the range of expertise in the school to meet the emerging needs of pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                          |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Impact of SDP Priorities | MJ/KMcM | <p>School Improvements documents include; 5 Year Horizon; SEF (updated February 2022); Implementation Plan for Whole School Targets; SIP visit reports; Governor Monitoring Reports; Pathway and Phase Development Plans; Integrated Therapy Development Plan; Quality of Education Development Plan.</p> <p>Our whole school targets for 2021-2022 are;</p> <p><b>Quality of Education</b></p> <p><b>Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners</li> <li>• Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers</li> <li>• Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning</li> </ul> <p><b>Personal Development</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>• Carefully sequenced R(S)HE curriculum</li> <li>• Whole school approach to sexual violence and sexual harassment between children</li> <li>• Proactive enrichment offer supports national initiatives: Character Education and Cultural Capital, including reading</li> <li>• Promotion of healthy food and nutrition as a whole school model</li> <li>• Capturing and effectively using pupil voice to inform school development and pupil outcomes</li> </ul> <p><b>Behaviour and Attitudes</b></p> <p><b>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.</b></p> |
|--------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |       | <ul style="list-style-type: none"> <li>• Understand why and how behaviours emerge and deploy strategies to de-escalate to ensure safety and re-engagement in purposeful activity</li> <li>• Reduce the distress that an individual may experience that can result in them presenting with behaviours of concern</li> <li>• Understand the cause of the distress enabling staff to be proactive in using prevention strategies</li> </ul> <p>Support offered to the pupils will be based on an understanding of their individual needs, be actively implemented, monitored and reviewed</p> <p><b>Leadership and Management</b></p> <p><b>Systems Leadership opportunities drive improved outcomes for pupils, through the development and implementation of an evolving, pioneering and innovative 5 year development plan.</b></p> <ul style="list-style-type: none"> <li>• Increased leadership capacity provides wider ownership of school development targets increasing capacity and sustainability.</li> <li>• Leadership development focus ensures all leaders are reflective, strategic and drive the vision.</li> <li>• Implementation of 5 year therapy strategy increasingly evident in measurable outcomes for pupils</li> <li>• 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).</li> </ul> |
| Finance Information**              | MJ/AC | <p>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. Budget 2022-23 setting date confirmed as Tuesday 29th March.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Continued Professional Development | KMcM  | <p>See Quality of Teaching information above. CPD Policy has been updated for 2022-2023 and is available on the school website.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                            |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            |       | <p>A contextualised, high quality, focussed series of learning opportunities throughout the academic year are provided within a CPD Programme which has mechanisms (core building blocks) from all 4 Education Endowment Fund groups. The teaching team are encouraged to apply criticality to their own practice for authentic professional learning. Metacognition is a particular focus in the Spring term with all teachers/HLTA's completing classroom-based action research <a href="H:\CPD\2021-2022\Metacognition\CPD Aims and Outcomes.docx">H:\CPD\2021-2022\Metacognition\CPD Aims and Outcomes.docx</a></p> <p>Development opportunities are provided for all groups of the school community. Essential toolkits for the different staff groups have been identified, are delivered at induction and all staff are supported to keep these areas of learning current.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| School Visit details                       | PFH   | <p>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 a multitude of visits organised by staff. The planning process is supported by Nigel Chopping (Northumberland County Council Health &amp; 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. As we move into the Spring the schools DoE group will start their expedition walks that include a night away wild camping.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Premises/Building/Health and Safety Issues | JT/AC | <p>The school has benefited from an NCC capital programme to replace non-LED lighting in school with new LED lighting. The project was supposed to be finished in the Summer holidays last year but overran. With the exception of a few snags, the project was completed in the February holidays. The next stage of the project will look at the external lighting and the lighting in the OLC building.</p> <p>I have started to get costs for the refurbishment of the kitchen. The aim is to modernise and make better use of the available space. I hope to have both finalised quotations in the next couple of weeks and then a decision can be made with works to be completed in the Summer holidays.</p> <p>As of the February holidays, the school has switched over to Wave9 for our broadband and filtering, completing the move away from NCC. While the cost will stay roughly the same, the connection is approximately 25 times faster which should greatly benefit the school.</p> <p>Building regulations approval has been sought for a timber cabin that will be located between the MUGA and Intervention Cabin. I hope to hear back soon about this. The aim is for the works to be completed during the Summer holidays.</p> <p>Two converted shipping containers to go on the yard are also in the pipeline, again the aim is for them to be delivered and installed during the Summer holidays. This will involve some extensive ground work to get the electrical supply from the main building across the yard.</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>In January we employed the services of Waveform Technical Services to perform a power quality and energy report to assess the amount of spare capacity within the school's electrical supply. While not as bad as first feared (probably due to the aforementioned LED lighting project), the report confirms that there is effectively no spare capacity for any further load. Waveform recommended that we take immediate action to limit the load in the rest of the school during the kitchen's peak times, and suggested that as the weather gets warmer the air-con in areas around school may well overload the electrical system. The report recommends that the electrical supply to the school be upgraded (it is the original supply from the 1950s) which has been estimated at between £40,000 and £50,000. I have enquired about this with Nigel Errington at NCC (who will pay?) but have so far had no reply.</p> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\*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)