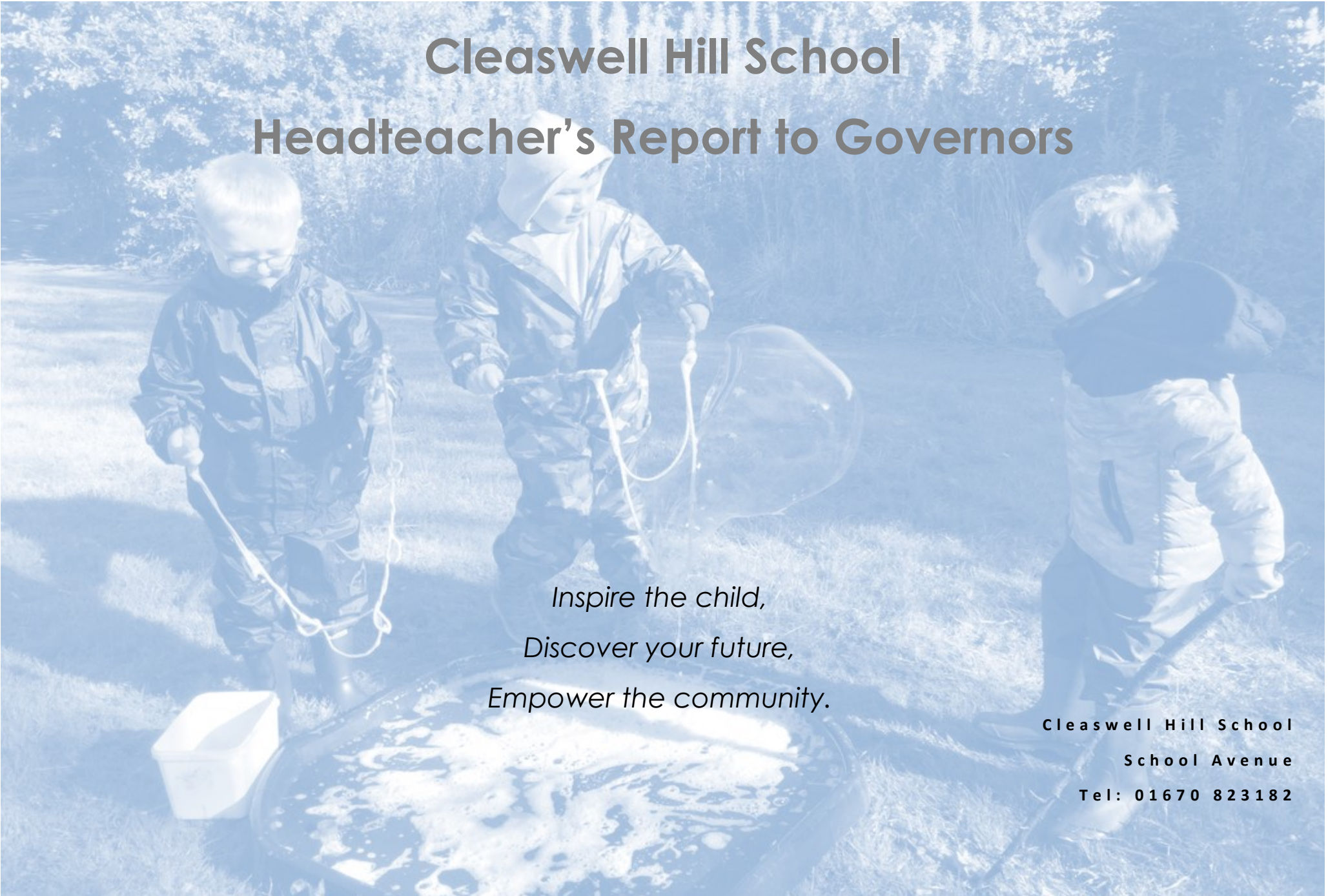


A photograph of three young children in a grassy field. The child on the left is wearing a dark jacket and holding a string. The child in the middle is wearing a light-colored hooded jacket and holding a string. The child on the right is wearing a dark jacket and holding a string. A large, clear bubble is floating in the air between the children. A white bucket is on the ground to the left of the children. The background shows trees and a path.

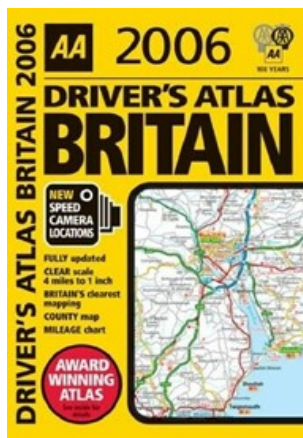
Cleaswell Hill School

Headteacher's Report to Governors

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

Cleaswell Hill School
School Avenue
Tel: 01670 823182

The Road Atlas



Long, long ago before the days of Sat. Nav. reaching a new destination via an unfamiliar journey relied upon on the AA Road Atlas. The challenge with this form of navigation was establishing throughout the journey where you were whilst making decisions on how to best reach the destination. It would be interesting to know how this atlas contributed to divorce rates over the various decades and if there was an increased risk when the 'navigator' turned the book upside down!

Translating this, the road map not marital disputes, into our school context - the Five Year Plan is the equivalent of the AA Road Atlas. Over recent years, Cleaswell Hill's current position has been clearly identified with highly in-depth SIP reports and our 2022 Ofsted report. The Ofsted report, SIP reports and Five Year Plan enable us to know where we are and where we are going, both vital if we are to reach our destination.

The 'Outward Facing' aspect of the Five Year Plan is providing many opportunities to positively influence SEND provision in Northumberland; this will be shared with you in a presentation at the start of the spring term meeting. Some of these initiatives were outlined within the Five Year Plan and some have only recently arisen, a result of Cleaswell's growing reputation.

A successful example of our outreach work is the support work with Castle School. Castle School received a 'Good' Ofsted judgement in November 22, but this has not been without its ramifications. Notably Patrick Ford-Hutchinson completed the '*try before you buy*' autumn term at Castle and has now been permanently employed as Headteacher. This prompted a review of leadership roles at Cleaswell

with the intended outcome to be stronger than before. To go back to our initial road trip example, we've had to re-orientate part way through the journey and navigate an unexpected diversion that will hopefully get us to the destination faster.

The work with Castle forms one element within the 'Outward Facing' section of the Five Year Plan. Further areas of focus within the plan are simultaneously being developed and are featured within this report. The cumulative effect of development on multiple fronts should have a significant impact on what is already a very strong provision.

Whilst on our Five Year Plan journey, as with the road trip, if we are to get there by the most efficient route, it remains vitally important for us to be constantly mindful of where we are as well as where we are going.

The intention of this report is to do just that.

Mike Jackson, March 2023



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)

At the time of writing Lynn Watson is about to spend three days in school. Day one will be focused on a learning walk across school plus an in depth review of Phase 1. Day two will be the 'official' SIP visit day. Day three will provide an opportunity discuss the Five Year Plan with a focus on our outward facing projects, therapy and assessment.

Section 2 - Curriculum

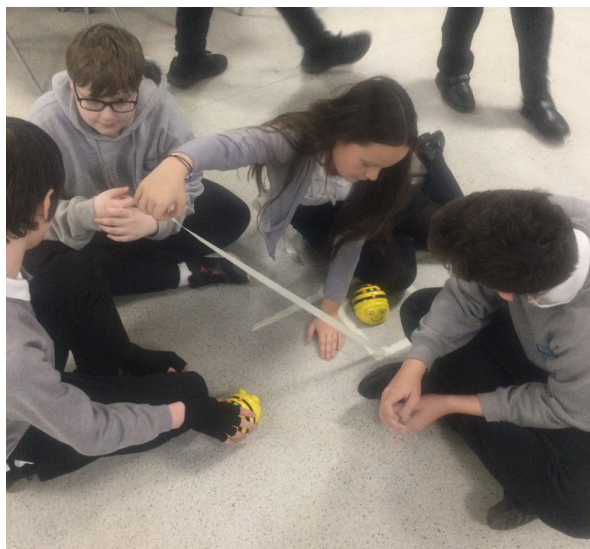
Catalyst for Review

Curriculum design is an iterative process

- 5 Year Plan- Quality of Education developments- Cleaswell Hill School Centre of Excellence
- Assessment Review
- Learning from Covid-19 pandemic on school provision
- Pupil Mental Health and Well Being and readiness to learn-strategies and approaches
- Responsive to need: DfE- ELS, Early Years Stronger Practice Hubs (Covid Recovery Programme-disrupted learning 0-3). Pupils and families - Food and Nutrition
- Staffing changes
- Teacher workload-opportunities for reduction inc removal of subject policies
- CPD -Learning from Metacognition Class Based Action Research projects. 20 projects in 2022. Impact evaluation written. Continuing in 2023
- Influence and involvement in pilot projects and external research
- Home Learning- updating the policy following parent/carers survey 188/210 responses
- Sycamore/Appleby Centre-STEM/Performing Arts-student aspiration/

destinations

- Desire to update curriculum information on our website to reflect vibrant, exciting, responsive learning offer
- Teaching and Learning observations and learning walks. Feedback from teachers
- Integrated Therapy- expanding provision across school
- Ofsted inspection- Long Term Subject Frameworks
- Representation through the curriculum of protected characteristics to ensure that every child is 'seen' and recognises that we see, respect and value them as individuals
- **Phases-** Building schema over time. Vertical repetition of key elements of learning/concepts



Pathways

- Clarity around pupils accessing the **Engagement Pathway** curriculum (4th pathway-highly bespoke provision?)
- Discussion regarding readiness and progression for subject-specific learners in the **Core Pathway**. Biggest diversity of need in Core Pathway.
- **Core Pathway-** 'Launchpad to subjects'- entry and exit points for areas of learning. Project-based learning
- **Extended Pathway-** qualifications/accreditation. Content coverage sufficient

to succeed

Developing an Action Plan that will contribute to enhanced curriculum design, learning and pupil outcomes (see next page).

Karyn McMahon

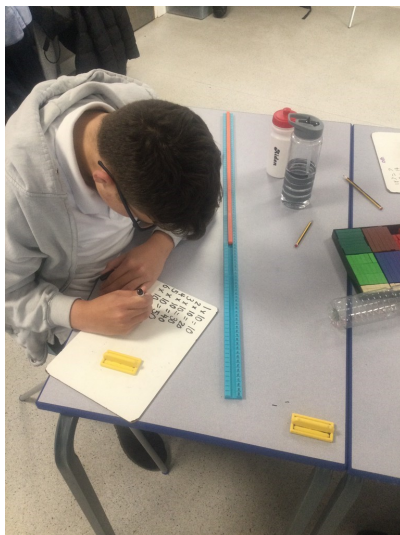


Assessment

Following on from the research into assessment systems and methodologies from the previous year, we are currently in the process of creating a bespoke system, designed to encompass the main principles of assessment. We believe that our assessment system and methodology should be; efficient, reliable, equitable and explicit, allowing us to utilise assessment data more readily and effectively to help support each individual learner in the next steps in their learning.

Action	Person responsible	Target Date
Assessment Review	Assessment Lead +	Ongoing 2022-2023
Progression Models – new format trialled To roll out to all subjects	Maths Lead Curriculum Lead/Subject Leads	January 2023 March 2023
Deep Dive into Maths curriculum through school for continuity and coherence	Maths Lead	Jan-Feb 2023
Pilot – Maths Assessment supports teaching and learning	Assessment/Maths Leads	Jan-March 2023
Extend pilot to English/Science then all subjects	Assessment Lead/Subject Leads	April-May 2023
Subject frameworks building schema (mental structures to organise knowledge and guide cognitive processes and behaviour) over time Scope- the range/extent of content to be included in a unit of work/course. Linked to broad overviews- need to change these?.	Curriculum Lead/Subject Leads	March-July 2023
Remove need for MTPs?	Curriculum Lead/Teachers	July 2023
Continued working towards collaborative planning with Therapies Team	Lead Therapists/Teachers	Ongoing 2022-2023
Work and child scrutinies to ensure continuity and coherence	SLT	Ongoing 2022-2023
Audit all curriculum subjects for equality and inclusivity related to gender and LGBTQ+ issues. DEI Lens	Curriculum Lead/Subject Leads	April-July 2023
Equality Objective updated	Curriculum Lead/Governor	January 2023
Subject Action Plans to remain annual	Subject Leads	April 2023
Monitor effectiveness of curriculum	Curriculum Lead/Assessment Lead/Subject Leads/Teachers	Ongoing 2022-2023
Update website content	Subject Leads/Curriculum Lead/Business Lead	Ongoing. Completed by September 2023
Working with 'partner schools'-Harry Watt School/Gibside School/Park View/Castle	Pathway Leads/Curriculum Lead	Ongoing 2022-2023
Update Pathway rationales as required to reflect changes	Pathway Leads	July 2023
Flow diagrams- update as needed	Phase Leads	April 2023
EY Stronger Practice Hub- 0-3 assessment centre. In discussions with local area leads about the process of becoming part of a partnership of up to 5 schools who work together to form a Stronger Practice Hub in the local area.	EY Lead/DHT	February-March 2023 initial discussion/application process
EF/6 th Form - Monitor effectiveness of curriculum. SWOT analysis	EY/6 th Form Phase Leads	January 2023 ongoing
Include; values- base/character development/personal development/SMSC/BV	Teachers/Personal Development lead	Ongoing 2022-2023
Data input and interrogation. Progress sheets. Triangulation process. Interventions	Assessment Lead/teachers/Intervention Lead/Therapists	Ongoing termly 2022-2023
Curriculum enrichment- discussions regarding benefits v lost learning	Curriculum Lead/Personal Development Lead/Teachers	March 2023
Collate full NC Curriculum offer plus assessment system through school	Assessment Lead/Curriculum Lead +	Completed by September 2023

The concept of a streamlined process, designed to reduce teacher workload whilst consistently maintaining the high standards of assessment and data collection, promotes creativity within the classroom environment, with our focus solely on the best possible outcomes for all of our learners. We endeavour to explore effective strategies to support all of our class leads so they have the time and ability to plan, resource and teach outstanding lessons. This streamlined approach to assessment will ultimately empower our class leads to effectively plug the individual needs and educational gaps in learning for each of our students on their personalised pathways through our school.



At present, we are currently trialling our new maths assessment methodology for groups accessing the National Curriculum at Year 1 and a Year 2 group, and are looking at how English assessment will look from Cherry Garden through to formal qualifications from key stage 4 onwards. We are also exploring the concept of using a website to collect data, with technology reducing the burden of administrative tasks.

Moving forwards, on the back of our maths trial, we aim to review and address any misconceptions that our new methodology demonstrates in order to launch our new system whole school in September.

Currently, our personalised learning intention maps (PLIMs) demonstrate high levels of success during autumn term (89%). Maths and English groups show good progress towards their end of year targets whole school, with carefully considered therapies and intervention work facilitating student progress towards their learning goals.

Our MAPP students are progressing well towards their annual targets, making gains towards their individualised timetables. Cherry Garden students have also made good progress towards their end of year targets, with an increased focus on communication, language & literacy this term.

David Evans

Professional Development

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

Pilot Studies/Research Projects

Cleaswell Hill School recognises the benefits to teachers and pupils of participating in external research and pilot studies.

We continue to be outward facing and take an active role in contributing towards advancement in the field of education, particularly SEND.

Such involvement gives us current information; we gain new perspectives through involvement, widening our thinking and expanding our knowledge base.

It is important to us that we have our say in influencing policy and practice outside of school as well as in, and this supports us to establish a professional network as well as supporting the research of colleagues across education, health and social care.

Recent participation includes:

Careers Impact Review System - Careers Enterprise Company National Pilot

The pilot, funded by Gatsby and the DfE, involves 80 schools nationally. Schools will participate in self-assessment that will help the QICs process and in answering Compass+ reports. Each self-assessment will focus on:

- Resource & support of careers leadership
- Strategic careers planning, addressing the needs of all students & impact evaluation
- Access to high quality information about future study options and labour market opportunities and encounters with further education, higher education and training providers
- Linking curriculum learning to careers
- Encounters with employers/employees & experiences of the workplace
- Personal Guidance

School will submit the self-assessment to the North East LEP, as the external facilitator

and will then work with the identified partner school (Thomas Bewick) on a peer to peer review. The idea being that the other school can offer a different perspective and share best practice.

The whole process from beginning to end will take 15 weeks.



PSHEE/Child Exploitation Online Protection (CEOP) Resource Trial

This trial was a worthwhile way of contributing to the resources and provision from external partners to meet the needs of SEN learners.

School provided insightful feedback about:

- The length of the session
- The frequent transitions suggested in the lesson plan and subsequent impact that this had on learners and timings
- The need to have appropriate scaffolding built into the resources so that less confident learners could still access and achieve the learning objective.

Blended Learning - North of Tyne Combined Authority research into the impact of technology on learning

Northumberland Education Authority requested schools to volunteer involvement into research into what constitutes successful blended learning (improving learning through the use of technology).

Wavehill, a National Social and Economic Research Company, carried out an interview to discuss how blended learning is used across our provision.

Subsequent evaluation and analysis of research findings will be written into case studies and used to support decision-making.

Reducing Parental Conflict Project

What Works for Children's Social Care (WWCSC) and the Early Intervention Foundation (EIF) have merged. The new merged organisation is operating initially under the working name of 'What Works for Early Intervention and Children's Social Care'.

This organisation invited up to 20 people across the whole of England working in schools to participate as part of a research study into the role of schools in supporting children exposed to parental conflict, separation and divorce.

Analysis of interview transcription will support early intervention and prevention.

Karyn McMahon

Interventions - 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. One teacher has been supported weekly last half term to develop their phonic teaching and another member of staff has requested the same this half term. Staff are continually supported with any aspects of the ELS programme throughout the week.

Last term, a phonics meeting was held to look at the purpose behind each teaching slide of the ELS programme and the benefits to the children. Pace, assessment materials, in class interventions and resources/approaches were discussed to ensure fidelity and consistency across the classes and ELS programme. Training has been offered and delivered to new teaching assistants.

New resources have been purchased and disseminated to staff to support in class interventions. These interventions have been observed in a couple of classes and support will be continuous with this.

An ELS reading Lead Audit has been completed to identify areas of strength and areas for development within school.

This half term, staff will be trained to use the new phonics tracker for ELS assessments and how to analyse their data to inform their future teaching and interventions.

Assessment

Assessment has taken place in the 5th week of the 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 incredibly well and for the first time we have decided to group some of the children in phase 1 and 2 so they are accessing phonics groups at the same time as each other. This has allowed for movement of children within the phases, thus supporting their phonic learning and influencing in class interventions.

ELS have linked with phonics tracker to produce a new assessment system. The tracker is able to assess phonemes, blending and Harder to Read and Spell Words (HRSW) and post assessment can individually produce home learning for the child to take home with the gaps in their grapheme phoneme correspondence or HRSW knowledge. Data can be analysed in classes or groups which will support teachers with which gaps to fill post assessment.



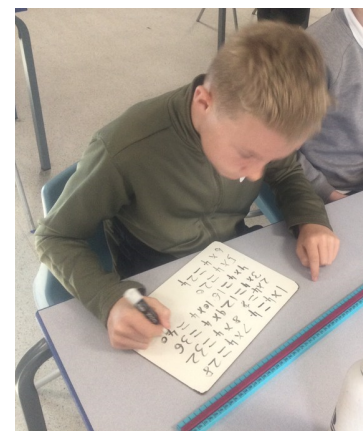
Professional Development

I have supported one school and one trust school in an advisory capacity this term. I have been asked to deliver more support to the trust in their other schools with their phonic and reading journey. I am continuing to work with other special schools in the country (through a working party) to support the adaptation of resources and assessment materials with the ELS authors for specialist provisions.

Targeted support Spring 2023 – Academic interventions

During the autumn term, the academic mentor successfully delivered 8 different interventions, offering 30 places to a total of 25 pupils. This equated to 12% of the school population. 96% of the children made progress. These interventions were a mixture of English, maths and phonics interventions, delivered in small groups and individually with our academic mentor.

Our music therapist offered 13 pupils the opportunity to participate in music therapy. All of the children achieved their PLIM target linked to music therapy this year. Children have once again responded very well to Graham (music therapist) and staff comment positively to all the benefits music therapy brings. Graham has regular timetabled sessions with the children and a room which ensure a clutter free, calm and therapeutic environment which supports the therapy.



The academic mentor and music therapist data shows that during the autumn term, 97% of children made progress (who were assessed pre and post intervention against their PLIM, IASEND or standardised assessment), 3% did not make expected progress.

This term our academic mentor resigned to start a new career opportunity and we have recently employed a new academic mentor from the school team. Michael commenced his training with the academic mentor programme mid-February and started interventions in Spring 2.

Throughout this term, we are successfully delivering 5 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 offering 11 intervention places this half of the term to 11 pupils which equates to 5 % of the school population. Pupils will be attending interventions up to 4 x per week for 1-1 sessions to support with phonics, colourful semantics, SPAG and maths. These chil-

dren may not need to attend for the whole term, therefore, more children can access the interventions and we can respond to gaps in learning and support children.

Helen Moulton

Section 3- Staffing and Finance

Pupil Statistics

	F	M	Total		F	M	Total
Class 1 - Phase 1	2	3	5	Year R	0	2	2
Class 2 - Phase 1	0	6	6	Year 1	3	11	14
Class 3 - Phase 1	3	7	10	Year 2	4	10	14
Class 4 - Phase 1	2	7	9	Year 3	6	9	15
Class 5 - Phase 2	1	5	6	Year 4	3	14	17
Class 6 - Phase 2	1	8	9	Year 5	5	14	19
Class 7 - Phase 2	6	4	10	Year 6	3	10	13
Class 8 - Phase 2	2	10	12	Year 7	4	27	31
Class 9 - Phase 3	0	7	7	Year 8	8	18	26
Class 10 - Phase 3	2	8	10	Year 9	2	14	16
Class 11 - Phase 3	3	9	12	Year 10	8	10	18
Class 12 - Phase 3	4	10	14	Year 11	3	11	14
Class 13 - Phase 4	3	5	8	Year 12	4	4	8
Class 14 - Phase 4	2	8	10	Year 13	0	4	4
Class 15 - Phase 4	2	11	13	Total	53	158	211
Class 16 - Phase 4	3	13	16				
Upper 1 - Phase 5	3	5	8				
Upper 2 - Phase 5	6	8	14				
Upper 3 - Phase 5	4	11	15				
Upper 4 - Phase 5	3	3	6				
Upper 5 - Phase 5	1	10	11				
Total	53	158	211				

Staffing

So far this term, we have employed one cleaner, an assistant cook, an IT technician and four new teaching assistants (one permanent and three fixed term contracts).

There will also be three current fixed term teaching assistant contracts converting to permanent and interviews to recruit new teaching assistants will take place on March 7th.

Sarah Maxwell left at the February half term and Michael Ashwell has replaced her as the new academic mentor.

We would like to welcome Tammy Glen who joined the Cleaswell team in January as the class lead of 1TG. Also, congratulations to Jenny Moffitt who successfully gained the role of Assistant Head, Abdah Ali who took over as Phase 4 Lead, Abi McCarthy who took over as Phase 1 lead and Emma Dunn who became Deputy Head. We wish them all well.

Finally, we would like to say a sad farewell to Patrick Ford-Hutchinson who has taken on the role of Head Teacher at Castle School – he will be greatly missed, but we wish him every success for his future.

Julie Brown



Buildings and Premises

A project to replace the wireless network with a much newer and faster system was completed over the Christmas period. This new system will offer much more wide-spread coverage and faster speeds for our wireless devices.

The new timber cabin is now nearly finished after a lengthy wait for work to begin. We hope the space will be useable within the next couple of weeks.

The Sycamore Centre project is out to tender with responses due back by 13 March. While we anticipate some lengthy negotiations with County over the amount of money available for the project, we are hopeful work will begin in April.

Unfortunately, the installation of a new water boiler in the staff room during the February half-term holidays resulted in extensive water damage to the staff room and

two offices on the floor below. We are working with the company who installed the equipment to get these rooms repaired as soon as possible.

Jordan Tolley

Budget Overview

The indicative budget for the 2022-2023 financial year was set virtually with the school accountant from the Local Authority on Monday 28th November 2022.

The indicative budget required the inclusion of 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 received 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.

During the month of November 2022, the Department for Education announced an additional capital allowance for schools to the Devolved Formula Capital (DFC) funding already allocated to eligible establishments for 2022-2023. Cleaswell Hill School's DFC allocation of £13,518 was supplemented by an additional £26,971 DFC funding for the 2022-2023 financial year.

The Schools Financial Value Standard (SFVS) was submitted to Northumberland County Council on 21st December 2022.

The Cleaswell Hill School finance team have recently spent a considerable amount of time investigating the termly SEN banding and top-up funding allocations for pupils at an individual level to ensure that funding is accurate and reflects need.

The budget 2023-2024 financial year will be set at Cleaswell Hill School with the school accountant from the Local Authority on Wednesday 29th March 2023. The Service Level Agreements (SLAs) via Northumberland County Council have been ordered for the 2023-2024 financial year in preparation.

A current school budget report has been circulated with the additional papers for the Spring term governor meeting.

Lauren Caisley

Fundraising

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.

Our staff coffee morning and sponsored head shave bravely completed by a Cleaswell Hill School pupil on 30th September raised a phenomenal £424.24 in aid of Macmillan (registered charity number 261017). Cleaswell Hill Foundation (registered charity number 1000697) were thrilled to receive a final cheque for £1,454.37 from The Co-operative Foundation towards outdoor play equipment and resources during the month of September as one of their local community causes for 2021-2022.

We were delighted to be re-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. We also gratefully received £400 from the Asda Foundation towards a play area as a result of their green token scheme this month. 'Pudsey Bear' visited Cleaswell Hill School on 11th November and our non-uniform day on 18th November raised £109.60 for BBC Children in Need (registered charity number 802052). The sale of school photographs to parents and carers generated £296.77.

Cleaswell Hill Foundation's annual general meeting was held on 7th November. The audited accounts, amended constitution, amended policies and trustee report for 2021-2022 were presented and ratified at the meeting.

Our Christmas Market on 1st December was extremely well attended by parents, carers, staff, pupils and members of the local community and raised a phenomenal £2,027.60. Our 'Secret Santa' present room on the 9th, 16th and 22nd December raised £721.50 and enabled pupils to choose, wrap and gift a present to 'someone special' for Christmas. The Scholastic book fair from 28th November to 2nd December generated £247 and provided lots of lovely library books for our school. Our Christmas performance of 'Howay in a Manger' on 13th and 15th December raised £591.10 towards performing arts resources and received extremely positive feedback from the school community. Phase 1's Christmas sensory experience on 20th December was a fantastic event and generated £155.22 via bucket collections. Our Christmas themed non-uniform day on 23rd December raised £34.00. We were extremely grateful to receive a donation of £500 from T James (Bedlington) Ltd, £1,050 from The Lucky 7s MCC, £50.00 from Mr Berg and £500 from Universal UK Sound as a result of a successful grant application during the month of December.

Cleaswell Hill Foundation submitted their corporation tax return for 2021-2022 during

the month of January and hosted a briefing for the whole Cleaswell Hill School staff team to provide information about the Foundation. A £250 voucher was received from The Alpkit Foundation on 30th January towards Duke of Edinburgh equipment and resources as a result of a successful grant application. Our Amazon wish list consisting of small Lego sets to facilitate Lego Therapy sessions at Cleaswell Hill School was extremely successful and we were absolutely delighted by the support from our community.



Cleaswell Hill Foundation (registered charity number 1000697) received an extremely kind legacy donation of £2,075.51 in memory of a dear Cleaswell Hill School colleague and friend during the month of January.

We hosted a 'number day' in aid of NSPCC (registered charity number 216401) and raised £63.77 by wearing number themed clothing and completing number themed activities on 3rd February. We also hosted a St Valentines themed non-uniform day on 17th February.

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 box at the Cherry Tree Bar and Grill raised £183.98, our community collection box at Dicksons raised £43.15, our on-site clothing bank generated £67.20, our partnership with Amazon Smile raised £62.92, our link with Stikins clothing labels generated £67.26, our partnership with Easyfundraising generated £62.14, our Empties Please ink cartridge collection raised £10.00 and our lottery generated £446.80 following the last report to governors.

Thirteen 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 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, Farrans, The Hil-den Charitable Fund, The Andy Fanshawe Memorial Trust, The P Leigh Bramwell Trust, Lynemouth Power, The Paskin Children's Trust, The Joyce Fletcher Charitable Trust, Happy Days, The Jazz Apple Foundation, The Jo Walters Trust, The Frazer Trust, The Hadrian Trust, The Armourers and Brasiers Company, Warburtons, The Baily Thomas Charitable Fund, The Joicey Trust, The Hedley Foundation and The Northumberland County Council Community Chest.

Our future planned fundraising events for this term include a 'someone special present room' on the 3rd, 10th and 17th March, non-uniform day in aid of Comic Relief (registered charity number 326568) on 17th March, Cabaret Evening on 30th March, non-uniform day on 31st March, health and wellbeing week from 8th – 12th April and non-uniform day on 26th May.

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 Spring term monitoring visit on 24 January 2023. (Report available). Spring term focus was Curriculum.

This deep dive of safeguarding practice, linked to our policy and provision, supports detailed discussion with a focus this term on diversity, equality and inclusion.

We updated our Equality Statement and Equality Objective.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

We will continue to use evidence and research proven to build a curriculum that

embraces, celebrates, highlights and foregrounds diversity.

A curriculum that ensures equity and ally ship, that is rich in diverse representation, a focus on the rights of every child and helps de-mystify marginalised groups.

Curriculum delivery will be within, and contribute to, an enabling environment, flourishing relationships and content that whispers 'you belong'.

Representation through the curriculum and in everyday life of the school of; race, culture, religion and belief, disability, sexual orientation, gender and gender questioning identities ensure that every child is 'seen' and recognises that we see, respect and value them as individuals.

Developing the workforce to use lived experience, training and research to better understand and support children's diverse and complex needs, by anticipating and championing challenges and using an asset-based approach to signpost, help and support one another in developing a culture of acceptance and equality.



Current Case Numbers

(Numbers in brackets Autumn Term 2022)

Spring Term 2023	
Number of pupils on roll	211 (208)
Child Protection Plan	3 (1)
Child in Need with current Children's Services involvement due to safeguarding concerns	1 (0)
Child in Need with Disabled Children's Team identified Social Worker	63 (68)
Looked After Children	5 (4)
Early Help Assessment	2 (1)
Pupil Premium Pupils	103 (101)
Prevent/Channel Panel	0 (0)

Staff have reported 207 incidents to the Designated Safeguarding Leads on our Child Protection Online Management System (CPOMS) since the start of this term. 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.

The Designated Safeguarding Lead closely monitors all incidents and staff are tenacious about reporting.

Attendance is high profile at Cleaswell Hill School. Currently 90.87%.

Headline attendance figures for February 2023 are;

86.3% nationally in state-funded special schools

87% in North East special schools

81.7% in Northumberland special schools.

Close collaboration with the EWO every 3 weeks helps monitor pupils at risk of

and those who are persistently absent. That is those whose attendance falls below 90%. We last met on 14th March 2023.

As reported last term, our focus on attendance policy and practice has begun this term. Governors, Gill Finch and Maureen Spence, carried out a monitoring visit on 8 February 2023. (Report available).

Further information and progress will be shared at the Summer Term meeting.

Karyn McMahon

Personal Development

Throughout school there have been a number of successes regarding progress with-in physical development. In the engagement and core pathway, we continue to develop links with external providers; Seb and Olivia's Den and the Tim Lamb centre, as well as on site programmes such as Jabedeo. The focus of the sessions are physical development and wellbeing. These platforms offer motivating tactile, auditory and visual stimuli to develop engagement with surroundings as well as supporting confidence and independence.

Our therapy team continues to work with class teams across the school to develop strategies and upskill staff to support pupils with their sensory and physical needs. A number of staff have taken part in training, for example sensory processing and fine and gross motor training; such as handwriting programmes.

Teaching staff have been working closely with therapy teams to continue to develop a fully inclusive PE programme. The redesign and use of our new sensory room has benefited many individuals and groups, it has been specially designed to combine calming yet engaging, tactile items, which are used to gently stimulate the senses.

PLIMs continue to be embedded across school. With a multidisciplinary approach, we are able to ensure that the focus is clearly centred on the child. The impact of progress with PLIMs is evident across all pathways.

Pupil voice continues to be at the centre of personal development. Within the engagement pathway, a working party has come together with the speech and language team to develop meaningful ways for pupils to find their voice. A student council has been formed within the extended pathway, meeting every half term, most recently rewards and lunch time clubs have been a priority. Many classes are now using 'DOJO' points as a rewards system. With thanks to the student council, there is now a successful lunchtime club timetable running across school, providing

varied and exciting activities. Yard provision is next on the agenda. Phase 5 students have also been part of a committee to support the development of the new Sycamore Centre; they have had input on the design of the curriculum and opportunity to put forward ideas and hopes for the future provision.

Food and Nutrition remains a development focus. Staff have taken part in training to support individuals with feeding difficulties and developing provision to assess progress within this area, this is a particular focus within EYFS. Classes are progressing with food exploration sessions are fully immersing pupils in mealtimes. This includes students helping prepare snacks, setting the tables and being overall more involved in mealtime experiences. Magic breakfast continues to be a support to ensure a nutritious breakfast is available for children as well as supporting independence and skills required at mealtimes.

Jenny Moffitt



Behaviour

Governors Cathryn Hill and Katie Kelly, carried out a monitoring visit on January 18th to discuss Positive Behaviour Management across the school and the report will be shared at the spring term meeting. NAPPI principles continue to be the overarching strategies in positive behaviour management and a further 30 members of staff have been trained to level 1 and 12 to level 2 & 3.

Pupil voice has set in motion the introduction of appropriate and relevant reward systems within the core and extended pathways. Class DOJO is an online classroom management system that is used to encourage positive behaviour and celebrate individual and class team successes. Feedback from pupils using class DOJO is extremely positive – they are enthusiastic about the benefits and have promoted the use amongst their peers.

There have been five exclusions this academic year.

Julie Brown



Therapy

The integrated therapy team continue to develop the service with the over-riding goal to optimise outcomes for all children and families at Cleaswell Hill.

Training sessions are provided as part of the induction process and ongoing professional development for existing staff. Recently, staff training has been provided in the areas of sensory integration and processing, multisensory handwriting approaches and Picture Exchange Communication System (PECS). Therapists continue to contribute to projects including literacy, phonics, eating and drinking and accessible building design. Therapy Assistants are an integral part of the enhanced service and continue to make a positive impact in the areas of emotional regulation, communication and independence under the supervision of the qualified therapy team.

In her post as Mental Health Lead, Rachael Ford-Hutchinson has been researching

mental health support services available and creating external partnership links, in order to optimise the support and intervention available to pupils, beyond the universal offer provided in school. In the Spring Term, Rachael delivered a whole staff introduction to the Graduated Response to Mental Health, which outlined the significant universal offer within Cleaswell Hill and more specific support both at Cleaswell and externally. Further to this, Rachael arranged a training session for the leadership team to increase their understanding of the Early Help Process, with the aim to engage families in the social care aspect of support, alongside education. With some staff new to a leadership role, this training was timely.

To enhance her own skills, Rachael completed a two-day Mental Health First Aid Course to become qualified in responding to presenting behaviours that may indicate a mental health concern.

Cleaswell Hill is within a Trailblazer Area, which means the Department for Education and NHS England currently fund an offer called the 'Be You' programme. This aims to help children and young people with mild to moderate mental health needs and training support for school staff. Collaboration with this team has allowed Rachael to organise a bespoke staff training offer on attachment and trauma to be delivered by an educational psychologist early in the Summer Term. This training aims to develop a trauma informed approach to working with young people.

As part of the 'Be You' programme, Cygnus support provides short workshops to support adult mental health awareness, aimed at increasing the confidence and skills in supporting the emotional well-being of the young person in their care as well as their own mental health. Rachael and Julie Brown (Assistant Head) are exploring the implementation of this support for staff and parents alike.

Jo Golden (Specialist Occupational Therapist) continues to work through the Sensory Integration Training (ASI Wise) modules (1-6). Having already achieved modules 1 and 2, Jo is currently completing a case study and being assessed by an external EASI trained peer, as steps towards gaining accreditation in Modules 3 and 4. The purpose of the Evaluation in Ayres Sensory Integration (EASI) is to provide a valid and reliable set of tests for assessing key sensory integration functions which underlie learning, behavior, and participation. This level of training is not an option for many occupational therapists working within other settings, including the NHS, and demonstrates the high level of commitment that Cleaswell Hill places on continuing professional development.

Jo Golden, Jade Kilpatrick and Sine Rossin continue to develop the Rebound Therapy Service providing high-quality blocks of Rebound sessions incorporating personalised goals. Rebound therapy has considerable positive impact in the areas of: physical abil-

ity; communication; sensory regulation and functional tasks. The E-book system is well-established as a successful method of recording children's needs and Parents have expressed that they value these greatly. Unfortunately the level of need in school continues to exceed capacity, however the system of referral and prioritisation ensures a systematic approach to utilising resources available.



John Carruthers (Pool Manager) is now supported by Dominique Price in the hydro pool. The hydrotherapy pool is an extremely valuable resource as some children demonstrate their best communication and interaction within these sessions. Dominique has been working through the NHS physiotherapy plans, creating personalised and user-friendly programmes for all staff to follow when supporting the children. In the Spring Term, there has been a focus on ensuring personalised learning targets are in place for each child accessing the pool. John has been working with Phase Leaders to ensure the optimal group sizes for learning. Jo Golden (OT) has been working collaboratively with Dominique to implement personal care plans and the introduction of the E-books. Communication strategies, including colourful semantics and PECS are being implemented effectively, with support from Kelly Dilks (Therapy Assistant) under the supervision of Rachael Howitt.

The group for children with Visual Impairment is taking place on a weekly basis, co-facilitated by Kate Thompson (Qualified Teacher for the Visually Impaired) and Jo

Golden. Kate, who taught at Cleaswell for many years, knows the children in school well and it is very beneficial that she has been allocated to Cleaswell Hill as the QTVI. The emphasis of the group is on functional skills, including cooking, personal care and dressing, Braille and the recording of written output.

Cleaswell OTs had a recent meeting with the new NHS OT Team, Sophie Lamb and Michele McCafferty, which was also attended by Gill Oliver (NHS Physiotherapist). Effective communication supports collaborative problem-solving and timely responses to matters arising for pupils, which leads to improved outcomes.

Since July 2022, CHS have held the license to be the Autism Education Trust (AET) Training Partner for Northumberland. The three pathways have now received their 'Making Sense of Autism' training module, delivered by Rachael Howitt (Highly Specialist SaLT), Emma Dunn (Assistant Head), Jamie Wheadon (Teacher), Jean Brown (Teaching and Therapy Assistant). The Extended and Core Pathway have received training in 'Good Autism Practice', with input from Juliet with regard to the Sensory Integration and Processing aspects.

Progress with the AET Delivery Plan is underway. The team have delivered to Castle School and are due to deliver to The Lighthouse Additional Resource Provision. In the near future, AET Training will be offered to delegates from all schools across Northumberland. Rachael Howitt is both undergoing and conducting a peer review as part of the quality assurance programme provided by the AET.

Juliet Ruddick and Rachael Howitt offered county wide training workshops as part of the Central SEND Training Offer and as the first step, Juliet delivered a workshop on 'A multi-sensory approach to the development of handwriting' in November, with further sessions scheduled for March and April.

Five staff in the Engagement and Core Pathways have now been trained in Picture Exchange Communication System (PECS), which is an evidence based, specific communication approach for autistic children. A larger training session in Summer 2023 is being considered, whereby Cleaswell Hill will host the training and offer places to delegates from other provisions for a fee.

There continues to be a number of children with highly complex needs in school, who require an intensive integrated therapy approach. Rachael Howitt and Juliet Ruddick continue to support directly in their clinical capacity, contributing to the Annual Review process and liaising with external services. It has become increasingly apparent that social care services for some of the most complex autistic children is very limited, which places additional pressure on educational settings.

Therefore, a large proportion of therapy time continues to be spent working with school leaders to manage situations where children and families are nearing crisis point. Close collaboration within school teams at all levels and effective liaison with external professionals is enabling Cleaswell Hill to capitalise on the support and services that are available.

Juliet Ruddick

Parent Partnership

Parents of pupils from phases 1 & 2 were invited into school for a Christmas sensory experience during the last week of the autumn term. Parents of pupils in the core and extended pathways from across school will be invited in for a science fair at the end of science week (week commencing March 20th). This will involve pupils showcasing their work around the theme of 'inventions' for the core pathway and 'the environment' for the extended pathway.

During the first half of the spring term, the Northern Learning Trust held four free parent & carer workshops which gave an opportunity to improve maths skills through every day, practical activities in a relaxed and informal environment. The feedback from the workshops was very positive and there are further workshops planned for the summer term.

In partnership with Rachael Ford-Hutchinson (Mental Health Lead), Julie Brown is looking at ways to support parents & carers with mental health awareness in relation to the emotional wellbeing of the young people in their care.

We will also continue to support parents with updates in pupil diaries, Facebook posts, SchoolPing and phone calls home (where appropriate).

Julie Brown

Educational Visits

Educational visits play a vital part in enriching the curriculum at Cleaswell Hill. Classes within the engagement pathway access Seb & Olivia's Den, The Tim Lamb Centre and local community walks on a weekly basis.

Throughout the core and extended pathways, trips add depth of learning within the subjects of science, history and geography. So far, there have been visits to places such as; Blue Reef Aquarium, Bill Quay Farm, Alnwick Gardens, Angel of the North and Beamish, to name a few.

Andrew Jackson continues to work with Paul Robinson (Rock and Roam) to put together a fantastic Duke of Edinburgh programme, which includes expeditions and wild camping in some remote areas of Northumberland. Through these experiences pupils learn skills including; teamwork, problem solving and communication that increases independence and prepares them for adult life. Andrew will soon be completing his Hill and Moorland Leader Training, which will enable us to self-sufficiently run the Duke of Edinburgh Bronze and Silver awards without the need for an approved activity provider as Paul Robinson will soon be retiring.

Julie Brown

Development of Outward Facing Partnerships

Our community is the epicentre of a rural area within Northumberland facing a number of environmental and social justice issues. An old African proverb says, "It takes a village to raise a child." One could imagine then that it would take a community to raise a school. We can't rely on local or national governments to take ownership of the issues we face locally. We need to work as a community to nurture our schools for our particular community needs.

The answer to real education transformation is strong, authentic community connections and actions. When families, community/ business groups and schools band together to support learning, young people achieve more in school and enjoy more meaningful experiences.

Some of the key elements we have been working on this year in order to build success from the bottom up is parental and stakeholder engagement, community and business collaboration, purposeful curriculum connections to meaningful real world experiences and focussed local solutions that incorporate pupils and their families. These include parent/carers partnership developments, student voice adapted to individual need, facility hire (inward and outward), training in therapies and approaches to SEND, events and fundraising, placements and work related learning experiences, development of links with other schools, working closely with the local authority, supporting local charities and facilities.

These features of outward facing involvement have resulted in improved multidisciplinary communication and led Cleaswell to provide better outcomes and opportunities for our young people and their families.

We continue to identify opportunities to broaden our offer through enhancing provision such as research projects, training and improved premises. Please see the monitoring report for further information around specific areas for development relating to our Five Year Plan.

Emma Dunn

School Links

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

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

Diary Dates for 2022-23

Spring

Value- Happiness

Parent/Carer Multiply Course	January 20
Parent/Carer Multiply Course	January 27
Parent/Carer Multiply Course	February 3
Non-uniform Day (NSPCC Number Day)	February 3
Commuted Hours 4/6 Good Autism practice Extended Pathway	February 8
Parent/Carer Multiply Course	February 10
Safer Internet Day	February 14
Non-uniform Day (Valentines)	February 17
Parent/Carer Multiply Course	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
Spring Term Governor meeting	March 21
Charity Cabaret Evening	March 30
Non-uniform Day (Easter)	March 31

Summer

Value- Independence

Parent/Carer and Pupil Course – Extended Pathway	April 18
Earth Day	April 21
Parent/Carer and Pupil Course – Extended Pathway	April 25
Commuted Hours 6/6 Good Autism practice Engagement Pathway	April 26
Parent/Carer and Pupil Course – Extended Pathway	May 2
Interim Appraisal meetings- Teachers	May
TA's	May
Wellbeing/Fitness Challenge Week	May 8-12
Parent/Carer and Pupil Course – Extended Pathway	May 9
Parent/Carer and Pupil Course – Core Pathway	May 16
Parent/Carer and Pupil Course – Core Pathway	May 23
Non-uniform Day (donations for summer fundraising event)	May 26
Half-term	May 29-June 2

Value- Respect

Parent/Carer and Pupil Course – Core Pathway	June 6
Present Room (Father's Day / Someone Special) see schedule	June 9-16
Parent/Carer and Pupil Course – Core Pathway	June 13
Parent/Carer and Pupil Course – Engagement Pathway	June 20
Summer Term Governors	June 27
Parent/Carer and Pupil Course – Engagement Pathway	June 27
Annual Reports out	June 30

Parents Evenings TBC	July 4 & 5
Parent/Carer and Pupil Course – Engagement Pathway	July 4
Platform One performance dates TBC	July 4 + 6
Book Fair	July 10-14
Pride LGBTQI+ Week	Week beginning July 10 – day TBC
Parent/Carer and Pupil Course – Engagement Pathway	July 11
Sports Day/Summer Fair	July 13 July 17 (reserve)
Non-uniform Day	July 21