

Appendix 1

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

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

Information	Contact	Updated overview or signposting to information
Attainment Data	PFH	Information on attainment is summarised in the SEF (updated May 2021) and The Progress and Achievement Report (Updated October 2020). 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 May 2021) and The Progress and Achievement Report (Updated October 2020). 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	iASEND assessment system will allow us to compare like for like learners nationally and against schools with similar profiles. 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 May 2021) and The Progress and Achievement Report (Updated October 2020). 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	Overview of school data is summarised in the SEF (updated May 2021), The Progress and Achievement Report (Updated October 2020) and The Headteachers Report to Governors (updated October 2020). • In the Early Years Foundation Stage curriculum (Cherry Garden) most progress has been made in PHSEE. There is little variation in the progress made by Pupil Premium and Non-Pupil Premium pupils. • In the Pre-Key Stage 1 curriculum (iASEND S) most progress has been made in PHSEE. There is little variation in the progress made in maths and English by Pupil Premium and Non-Pupil Premium pupils. However, Pupil Premium pupils have made greater progress in both science and PHSEE. • In the Key Stage 1 curriculum (iASEND E) most progress has been made in science. There is little variation in the progress made in English and PHSEE by Pupil Premium and Non-Pupil Premium pupils. However, Pupil Premium pupils have made less progress in maths. • In the Key Stage 2 curriculum (iASEND N) most progress has been made in PHSEE. There is some variation in the progress made by Pupil Premium and Non-Pupil Premium pupils with Pupil Premium pupils making less progress in PHSEE. • In the Engagement curriculum (MAPP) most progress has been made in Cognition and Learning. There is small amount of variation between Pupil Premium and Non-Pupil Premium pupils with Non-Pupil Premium Pupils making a greater amount of gains in Cognition and Learning. • In most qualifications consistent progress has been made in both maths and English. The exception being Functional Skills where most progress was made in English. There is little variation in the progress made by Pupil Premium and Non-Pupil Premium pupils. Staff at Cleaswell began the summer term by examining the impact of the 2021 national lockdown on pupil performance. • 56% of the pupil population continued to make progress. • 37% of the pupil population plateaued. • 7% of the pupil population regressed. • A higher proportion of pupils, who attended school over the national lockdown, continued to make progress. • A higher proportion of pupils, who did not attend school until after the Easter holidays, plateaued or regressed. • There was little variation between the performance of pupil premium and non-pupil premium pupils

		during this period. - Phase 4, who had the largest proportion of pupils who did not attend during the national lockdown, had the least amount of pupils who continued to make progress. - There was a 7% reduction in the proportion of PLIM targets met by the end of the spring term compared to the autumn term.
Pupil Premium Information	PFH/KMcM	Pupil Premium Strategy statement is published annually on the school website to reflect plans for the academic year after assessing the needs of pupils. Overview of school data is summarised in the SEF (updated May 2021), The Progress and Achievement Report (Updated October 2020) and The Headteachers Report to Governors (October 2020). There was a 1% variation between the proportion of PLIM targets met by Pupil Premium and Non-Pupil Premium pupils. A greater proportion of Pupil Premium Pupils remained at their pre-Covid level, revealing that the efforts made by staff during lockdown to ensure the most vulnerable pupils received the support they needed had a positive impact.
Other Vulnerable Group Information	ES	LAC report October 2020. Valuable targeted support takes place across all areas of school to ensure the needs of all groups of pupils are well met. Assessment systems will allow us to analyse data in order to track the progress of all LAC pupils. E Steele monitors progress of all LAC 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. Positive parent survey (Spring Term 2020, next parent survey planned for summer term 2021). Targeted Governor Monitoring Visits throughout the year (reports available on school website). 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	KMcM/LC	Information available via SIMs reports. Education Welfare Officer (EWO) meets with KMCM/LC every 4-6 weeks to monitor attendance (weekly telephone conversations and email contact during Covid). Action is agreed to support improved attendance in identified pupils. Completion of Attendance Analysis follows these meetings. Addendum added to Attendance Policy written at the start of the Autumn term and applies until the end of the 2020-2021 academic year or sooner as appropriate. It sets out changes to our normal attendance policy and highlights how school will continue to meet our obligations with regards to school attendance by: - Ensuring every pupil has access to full-time education to which they are entitled - Acting early to address patterns of absence - Supporting parents/carers and pupils who are concerned about the return to school due to coronavirus School attendance became mandatory for all pupils from 8 March 2021. From this date, 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). EWO input is back to face to face meetings from this date and a meeting took place with KMCM/LC on 9 March 2021 to look at those pupils who had not returned to school and agree actions to support families. Subsequent meeting on 22 April. All pupils returned to school with the exception of one on medical grounds. Next meeting is 17 June 2021. Cleaswell continues to have good attendance. Attendance from 8 March to 21 May 2021 was 93.55 %. Last available national average figures for special schools was 89.9%. No pupils have been missing education or removed from role.
Behaviour/Discipline/Exclusion Information	JB	CPOMS used to record behaviour incidents online and incident reports can be generated for monitoring purposes. Violent incidents are reported to NCC on ANVIL. A range of behaviour management strategies are used across school, such as: Zones of regulation & SCERTS. Each pupil's PLIM has a target that supports and develops their social & emotional behaviour. GT supports pupils' SEMH needs through mediation. Interventions with targeted individuals – play, drawing & talking. 6 staff trained remotely by NAPPI UK (Non-Abusive Psychological and Physical Intervention) in Level 1 positive behaviour support. 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. Introduction of consistent approach plans for most challenging pupils – roll out across whole school (all pupils) in the future. NAPPI Positive Behaviour Support Level 1 trainer programme attended by JB & CG – majority of staff to be Level 1 trained in September. Anti-bullying policy updated. 2 Fixed term exclusions issued – April 21 4 days fixed term linked to medical/health and safety issues & May 21 1 day fixed term linked to racist incident.
Equalities Information	KMcM	Published Equality Objectives for 2020-2024 available on School website. No racist incidents reported in 2018-2019 or 2019-2020 and one in 2020-2021 which resulted in a one day exclusion.
Complaints Information	AC	None to report.
Home/Community Links	JB	During lockdown there has been regular and supportive contact with parents & carers through phone calls and remote learning activities. The website and school Facebook page are frequently updated with current and relevant information. Links and interaction with local businesses has been suspended due to Covid-19, including work experience, visits to local shops, weekly Performing Arts lessons at Platform 1. Weekly after school club and football coaching sessions should be returning after Easter. Parents / carers continue to communicate with each other through the CHS parent / carer fb group. JB to collaborate with

		Family Tree in establishing parent/carer support group once lockdown restrictions ease. Small group of parents to attend a family support event on July 7 th . Parent survey sent out to gather views on our response to COVID-19 and results to be presented in a report.
Admissions/Leaver Destinations	MJ/KMcM/ES	Currently there are 188 pupils on roll. 172 in main school plus 16 in sixth form. Large demand for places (MJ/KMcM – Admissions List). Information for school leavers is available on SIMS (YB) and in annual destination data document (October 2020). Timely, supportive transition planning includes Careers Education Information and Guidance. Transition Plans on Portal.
Quality of Teaching Information*	MJ	Regular drop-in observations are carried out by the School Leadership Team frequently across the school year along with focussed learning walks. Formal lesson observations monitor the quality of teaching and learning and provide opportunities for shared discussions on pupil outcomes. 'Deep Dives' inform all staff of the current quality of subjects and key areas across school. Eight Subject Progression Models have been completed so far and this process has proved to be extremely useful providing an overview of subject curriculum content, CPD, assessment and informs a subject based action plan. SIP visit 27/02/20 focussed on quality of teaching. Outcomes shared at Teachers' meeting 10/03/20.
Performance Management Information*	MJ/KMcM/AC	All teaching staff Performance Management meetings completed before 31 October 2020. New targets agreed. Support staff appraisal cycle ensures whole staff professional development is ongoing and supports school improvement. Updated appraisal targets for teaching staff. Teacher and TA interim Appraisal meetings due to take place this term.
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	We have had 29 positive covid-19 cases. School has continued to stay open. Normal sickness days from September to date – Teachers 42 and TA's 472 days. Covid related sickness – 182 days (shielding, isolating and continued covid recovery). Phase 3 has been hit particularly hard with sickness (non-covid related). Supply agency used for the first time in over 10 years.
Staffing Information	AC	Current staffing contracts 131 (135 including external paid services).
Discipline/Grievance Issues	AC	None.
Key Development Priorities	MJ	Ofsted March 2017 - Develop further the quality of leadership and management by: – continuing to identify accurately the changing and future needs of the school's pupil population – strengthening the range of expertise in the school to meet the emerging needs of pupils.
Impact of SDP Priorities	MJ	2017-18 'Embed tracking to provide accurate monitoring of pupil progress and inform timely interventions' - On numerous occasions staff analysed assessment data as a group; highlighting any pupils needing extra support. Consequently, interventions were put in place after assessment

meetings.

- Extensive data (progress/targets) overview available for the year.
- Assessment system evaluated against the changing needs of our pupils and the expansion of our responsive curriculum and concluded that it needed modification. With this in mind, a working party was created from a cross section of teaching staff and assessment options were researched.
- iASEND introduced in September 18 (see assessment section of HT's report to Governors, Autumn 2018)

- 'Extend leadership capacity across school to enhance outstanding practice'

- Improved appraisal processes draw on strengths and interests, informs staff training and provides staff with the opportunity to grow.
- Delegated leadership provides ownership of whole school projects developing leadership and management skills across the staff team. Delegated leadership provides ownership of whole school projects developing leadership and management skills across the staff team.
- Increased governor input to enhance transparency, draw on governor's skills/experience and ensure that governors are fully integrated into the school development process. There has been a significant increase in both formal and informal governor visits.

- 'Deliver a responsive curriculum that meets the needs of all pupils'

- Planning and record keeping is robust and accurate. It plays a key part in evaluation and supports identification of concerns and planning of 'next steps'
- Timely, monitored interventions target precise support for individual pupil needs
- Integrated therapies are monitored for impact leading to enhanced delivery model for SaLT services across school
- Focus on developing staff skills through quality CPD opportunities linked to WST's is impacting positively on pupil access, engagement and progress
- Staff training and input for pupils from the multi- sensory impairment team (VI, HI), including awareness sessions for peers
- Appraisal system linked to WST's and CPD ensures school improvement is a collective process
- Curriculum offer and overview for each phase including EYFS and Sixth Form with two learning pathways (Functional and Adapted) with sustained input from all phases on intent, implementation and impact of curriculum. Staff confident that needs of all learners

are better met

- All lesson observations in 2017-18 judged as outstanding and never less than good. This is reflected in the high levels of pupil progress. Drop-in observations carried out by MJ and KMCM.
- 'Promote happy and healthy learners through review of current pupil wellbeing practice
 - Regular and systematic monitoring and evaluation of pupil behaviour takes place with discussions at weekly SLT meetings and information shared (including positive) at weekly whole staff briefings. As a result, all concerns are acted upon quickly and effectively. The impact can be clearly seen in the calm and positive ethos evident throughout the school (SIP visit 26 June 2018).
 - The school has, since March 2018, taken on a new initiative to improve the outdoor environment and overall provision at break-times to support positive behaviour. Staff have been identified to progress outdoor play and learning (OPAL). Staff training and visits are ongoing. A bid for funding from the Healthy Pupil Capital Fund to support work in this area has been made.
 - Performance Management targets (ES) have focussed on pupil welfare and resulted in significant progress in this area, including working in partnership with Imagine Inclusion, completed audit, action plan, ELSA plan
 - Staff accessing Mental Health First Aid training
 - Successful Mental Health awareness month- activities for **all** pupils, assemblies, fundraising coffee morning for local MIND association
 - Effective transition programmes are in place to support older pupils as they prepare to leave school. Options for further education and employment are carefully considered and well-focussed discussions take place with students and with parents and carers. Strong links with other providers and agencies in relation to continued learning and employment opportunities are made and built upon.
 - CPOMS (Child Protection Online Management System) introduced to monitor child protection

Our whole school targets for 2018-19 are:

Pupil Outcomes - iASEND assessment system will track and monitor pupil progress to inform focused learning experiences

· Link PLIMS, EHCP targets and GCSE objectives to iASEND

		· Evidence and track small steps of learning · Use new marking and feedback policy in pupils' books ❖ Leadership and Management - An established collective leadership approach will provide opportunities for all staff to contribute to and enhance school development · Identify staff talents through Appraisal process and use skills · Upskill staff and create staff leads in specific interventions and subjects · Developing Leaders professional development and learning focus facilitated by Jeni Ling ❖ Quality of teaching and learning - A renewed curriculum will ensure extended, creative learning opportunities across each phase · Total Communication environment · Increase therapeutic interventions · Review of accredited courses to inc. creative courses, Health & Social Care, students on Functional Pathway · Monitor and tracking progress of vocational subjects ❖ Personal Development- Enhanced opportunities for pupils' to contribute views on provision will support school improvement · All staff trained in PECS, Makaton, VOCA, AACs · Supporting pupils mental health & welfare · Visual supports help with choice of regulation strategies Our whole school targets for 2020-2021 are:- Quality of Education – A creative, ambitious curriculum gives all learners the knowledge and skills they need for their next steps. Behaviour and Attitudes – Relationships amongst learners and staff reflect a positive and respectful culture. Personal Development – Broader learner development is enhanced within and beyond the
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		academic/vocational curriculum. Leadership and management – Develop outward facing involvement with partners to influence the outcome for learners. (These targets are the same as 2019-20, due to Covid-19)
Finance Information**	MJ/AC	Budget report produced each term to assure governors of solvency/probity/value added. Updated Committee Structure – 2 Committees - Strategic Policy and Direction Committee/Resource Management Committee. Interim meetings held once per term. AC currently preparing SFVS for 2020. School accounts audited summer 2020 presented to Governors Autumn 2020. Indicative budget to be carried out via MTeams with School Accountant and AC on 17 November 2020. 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 therapist in school. More financial information will be available in the Autumn Term.
Continued Professional Development	KMcM	Cleaswell Hill School continues to be a Professional Learning Community. Staff are eager to learn so that all pupils receive an outstanding teaching and learning offer. Staff learning during Covid-19 has been captured in a document to be shared with Governors. Staff continue to pursue learning and development, which this term includes; whole school Child Protection and Safeguarding training delivered face to face by NCC; Engagement Model training with Sunningdale and Hadrian Schools; Moving and Handling training with Mike Green; links have been created with Caz Weir (RE Advisor) to support teaching and learning across school and how to be compliant within the complexity of pupil need; shared approach with JB, JR, RH, KMcM attending UK PBS Alliance training on Capable Environments. Moderation/comparative judgement meetings have taken place across school for the curriculum areas; PSHEE, English, Science and Sensory/Physical PLIM targets. PFH/KMcM have continued to complete pupil provision scrutinies, which are hugely beneficial in supporting understanding of current provision and next steps.
School Visit details	PFH	Educational visits began again in line with government guidance on 12th April 2021, overnight visits were able to start on May 17th 2021. Staff have continued to use EVOLVE to monitor the safety of off-site visits, this has included Covid specific risk assessments. School protocols and guidance are available on the portal. Strong links have continued with the Visit Leader at NCC.
Premises/Building/Health and Safety Issues	JT/AC	The Autumn term so far has been a challenge. The cleaning and teaching staff have upped their cleaning efforts in an attempt to keep coronavirus at bay. With the recent guidance that windows should be open at all times for ventilation, we may have to wrap up warmer over the coming months! In the Summer holidays, two classrooms upstairs were given a bit of a revamp. The Cookery Room has been converted into a general purpose classroom (now Room 12) to create a more suitable teaching space, and along with Room 11 next door, air conditioning and LED lights have been installed. We also

		had hard flooring put down and redecorated Room 5, Room 6 and Room 8 to give them a refresh. This is part of the rolling redecoration programme to keep the school functionally and aesthetically up-to-date. Testing is now complete in school and all staff have been given a testing kit to use at home twice a week. Easter buildings work include window to be added to newly re-furbished meeting room, sensory swing to be sited outside. Currently we have no buildings/premises updates to report but we are currently working very closely with County trying to implement a staggered arrival system for school transport and parents. It seems to be working well so far with few issues.
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*Anonymised data – this may be presented to a committee and reported through that committee to full governors to ensure robust overview in place

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

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

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