

School Development Plan 2025-2026.



Foreword

“Measure what you value instead of valuing what you measure.”

Dr Jack Kennedy BSc (Hons), MSc, D Clin Psych, PgCert, C Psychol, AFBPsS

Any plan which is designed to communicate the direction an organisation should travel and the actions that need to be taken on such a journey in my view must meet the criteria below.

1. It must communicate in a language that is understandable to all, particularly those it is intended to influence.
2. It must be clear, concise, and apparent on first reading. It should avoid unnecessary detail that hides the relevant priorities and reduces the impact of the message.
3. The message must be one that can be owned by the intended recipient and as such acted upon.
4. It should motivate and inspire those relevant to engage.

It has been said that the school development plans I have produced in the past are not ‘proper’ school development plans. That they were more about setting my stall out and a list of aims and objectives.

Pear Tree School is different to other schools, this is its virtue and as such it is no surprise that its development plan would also be different. I make no apologies for this as I am sure it meets the tests set out in the above criteria and as such its utility can and should be measured in its effectiveness in leading its team of people, also unique in many ways and their ability to deliver on its aims.

David Bartlett MBE
Head Teacher
September 2025

Introduction

The process of writing a school development plan is never an easy one. For a school like ours it's even more complex due to the fact that any such plan is unlikely to be anything like others who may wish to scrutinise would expect it to be.

Ours is an ever-evolving story which has to provide stability and substance to the unpredictable and inconsistent.

To approach this, I feel it is important to not only look at where we hope to go in the next year (a plan) but in order to construct a plan, also to reflect on the year that's past and note significant events or structural changes that due to the unpredictability of our ever evolving story, were not able to feature in our development plan last year.

As the school tried to return to some form of normality in September 2021, it became clear that we were increasingly vulnerable to political (with a small p and also a big P) negative interaction within the regulatory process undertaken by Ofsted.

As a result of an already held belief that we were in a position to seek fresh thinking and quality advice which had resulted in a desire to join the Independent School Authority, (ISA) it was here we found our cultural home. We were welcomed with respect and treated as experts as opposed to "those odd people who are very different to mainstream who also do something with children and animals" as was our previous perception.

As a result, the major significant structural change of 2021 was our membership to the ISA and our subsequent transfer of our regulatory requirements to the Independent Schools Inspectorate (ISI).

The impact this has had on our school has been significant. It has resulted in many more training opportunities, a chance to mix with likeminded people and share good practices. Also, the impact of the change of regulator brought about an immediate release of tension from completely unnecessary stress and having metaphorically thrown off the shackles of restraint, being once again free to explore who we are. The result was tangible in the confidence created by no longer trying to be like a form of mainstream provision with explanations as to why we were different to having the confidence and belief to build on our strengths.

In June 2023, Pear Tree School had its first inspection under the ISI framework. This was a compliance inspection and it concluded the school was 100% compliant. The inspectors advised that this was the first time this level of compliance had been achieved in ISI history.

Feedback from the inspectors was that the school was an inspiration and unlike any inspection they had done before. The level of detail from the colour used and the environment created to the way lessons were recorded was amazing. In conclusion they felt that Pear Tree School had value to the education industry on a national basis.

As a result, the plan summary is

- Maintain systems and standards.
- Develop systems where possible.
- Grow teaching practise by developing teaching systems and tools to best use using digital technology where possible and appropriate.
- Keep going!
- Search for a new Head Teacher

Website.

Our previous advice was that it was a too greater risk to have a school website due to Ofsted's overzealous scrutiny where the smallest mistake could have far reaching and unnecessary consequences. Subsequently we have not had a school website to date. This year we revamped our corporate website with the view to have our school website launched in the near future – ongoing.

Solar power.

It is our hope this year that we are able to explore renewable energy and have it become a regular feature of our school and corporate development plans in the years ahead. It is hoped solar power will be a significant investment at both school sites should our research allow – ongoing, quotes received.

This continues previous developments of biomass boilers at all farm sites.

Pear Tree School and home app.

This development will digitise many of our systems for children in both school and at home. These being complaints procedure, student survey and 'things we should know'.

It will also provide a system to capture school life in the form of an ongoing journal and a way of encouraging written work with direct teacher instructor feedback. The initial app is the start of an ongoing development that we hope will grow over time to be a significant asset.

Emotional wellbeing indicator app.

This app builds on the lessons learned through the PHC assessment system. However, as a result of feedback from other organisations who struggled with the language of values and the need to make progress, we have taken the system and turned it around to be a self-assessment tool. This tool gives direct advice on how to build resilience and the skills needed to strengthen emotional wellbeing. This allows for greater student feedback and also it is hoped increased utility to the wider population. It will be free to use for anyone and available to download from the App Store.

Preparation for employment app.

This also builds on the PHC assessment system. Feedback from other organisations was that they had not recognised the need or responsibility for preparing students for employment. As with the app above, this is a self-assessment system that can be used to gain advice to increase employability and be part of an application for employment. This is to be available for anyone to download for free from the App Store.

In Search of Utopia - How to help children and adults find emotional wellbeing in a complex world

In Search of Utopia, How to Help Children and Adults find Emotional Wellbeing in a Modern World. This document was published online in July 2024, but its foundations are that of a Pear Tree School document and training module. This is the culmination of three years' work, research and feedback.

Links with other schools and education providers in other countries.

In May 2024, our Head Teacher visited a school in Soweto, South Africa. Distressed by what he saw and learned, he was hugely impressed when he found an organisation set up by young sports people to engage children from the townships and encourage education. As a result of this, Pear Tree School purchased 20 winter coats for students and paid for 2 scholarships to finance the education for some of the children he met. There has been follow-up zoom meetings and it is hoped Pear Tree School will be involved as mentors to these people who are wanting to establish their own school, much as our head did 35 years ago. This is direct involvement in a high-risk aspirational project but one we hope to support and learn from during the process.



In 2025 further funding was made available and this is to be followed up with face to face visits in November 2025.

Information received August 2025 informed us as a result of our practical advice and funding, the group has found a suitable site and opened their own school on Johannesburg.

Values Based Education.

For some time now Pear Tree School has been an active member of The Values Based Education Trust. Our publication "In Search of Utopia" has been donated to them along with the PHC assessment. A special website had been created to form a platform for these resources to be used by its members which include schools on every continent of the world.

All of the above demonstrates that the aspirations set out in 2010 for Pear Tree to be used nationally and recognised internationally are becoming slowly but surely recognised.

35 years Anniversary, Question Time, Presentation Day and End of Term Party

This year it is the 35th anniversary of the formation of Pear Tree as an organisation.

To mark the occasion and ensure all students were involved in the process, the creative team made individual tiles with artwork illustrating each year since 1990. This involved some research into what was special about each year. The tiles are visible to see but illustrate events like the purchase of a new Landrover, the purchase of Toy Top Farm and The Manor. This places events in time and place and in context with the development of today's school from a humble beginning.

In June a special "Question Time" event was held in the grain shed. This was a round circle event to include the whole audience in the process. Students asked specific questions on the formation of the organisation, where it has come from, where it is today and what we hope the future will look like for the organisation.

This was immediately followed by the annual raft race.

The end of year presentation day is always a special occasion as we celebrate the students' achievements across the year and also that of the community.

This year was more profound as it recognised the organisations 35th Anniversary and also members of staff who have a long service record and have achieved their individual 25th anniversary. This year David was very proud to be able to give out special watches to 5 people.

Due to the significance of the occasion Sean Cooper as a senior member of staff with over 25 years service, spoke of the appreciation shown by many staff and children over the years for the commitment and unwavering resolve shown by David and Andrea for establishing and maintaining Pear Tree and for it being this that has created a wonderful environment

that they all enjoy and want to maintain. At this time, they were presented with a tree that can survive drought conditions and a voucher for their favourite local restaurant.

On conclusion of the presentation day, a school photograph was taken on the flat bed hay trailer positioned in the grain shed to be the stage set for the end of year school disco and the 35th anniversary BBQ.

School Attendance

The following percentages includes mid term school leavers and mid term admissions.

2018/19: 97.9%
2019/20: 97.9%
2020/21: 98.8%
2021/22: 96.29%
2022/23: 98.2%
2023/24: 98.63%
2024/25: 97%

Attendance Breakdown 2019/20

Unauthorised absence: 0.94%
Authorised absence: 1.17%

Attendance Breakdown 2020/21

Unauthorised absence: 0.05%
Authorised absence: 1.16%

Attendance Breakdown 2021/22

Unauthorised absence: 0.21%
Authorised absence: 3.5%

Attendance Breakdown 2022/23

Unauthorised absence: 0.2%
Authorised absence: 1.5%

Attendance Breakdown 2023/24

Unauthorised absence: 1.36%
Authorised absence: 1.29%

Attendance Breakdown 2024/25

Unauthorised absence: 0.32%
Authorised absence: 2.69%

N.B: Most authorised absences are due to students' mandatory appointments.

School leavers from July 2019 - July 2023

2018/19

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
BT	05.05.17 – July 2019	Year 11	83.1%	97%	97.0%	43 AQA Unit Awards Level 1 Functional Skills English Level 1&2 Functional Skills Maths Foundation level GCSE Math	Attend Middlesbrough College	Graduated College, Employed in Warehousing
CT	01.06.15 – July 2019	Year 11	34%	95%	96.3%	85 AQA Unit Awards Level 1 Functional Skills Reading Level 1 & 2 Math	Attend Bishop Auckland College	Graduated College, gained employment in catering

2019/20

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
JC	24.02.20 – 04.06.20	Year 6	11%	N/A	97.3%	10 AQA Unit Awards	Moved to a different residential facility	N/A
GC	01.07.20 – July 2020	Year 7	66%	66%	100%	5 AQA Unit Awards	Attend St John's School (mainstream school)	One year on, still attending mainstream school
								Two years on still attending mainstream school
AM	08.01.19 – 22.07.20	Year 11	73%	98%	96.5%	94 AQA Unit Awards Level 1 Functional Skills Reading Entry level 1 Functional Skills Maths	Returned home	N/A
MM	05.11.18 – 18.10.19	Year 7	47%	82%	96.5%	37 AQA Unit Awards	Attend Hurworth School (mainstream school)	One year on, still attending school
								Started to attend Pear Tree School in February 2022
AC	23.10.18 – 17.04.20	Year 7	43%	70%	91.2%	68 AQA Unit Awards	Returned home	N/A

RC	05.09.18 – 05.06.20	Year 11	71%	96%	98.7%	63 AQA Unit Awards Level 1 Functional Skills English Level 1&2 Functional Skills Maths	Attend Bishop Auckland College	Graduated College Joined Royal Navy – October 2021
KM	05.09.18 – 14.02.20	Year 8	45%	76%	97.8%	93 AQA Unit Awards	Moved to a residential facility closer to home to help with family reintegration	N/A
CLK	08.01.18 – July 2020	Year 9	35%	56%	98.9%	116 AQA Unit Awards	Passed away	N/A
JK	06.04.17 – 17.07.20	Year 9	38%	67%	94.6%	84 AQA Unit Awards	Moved to a different residential facility	N/A
JA	01.02.16 – July 2020	Year 11	36.2%	100%	99.1%	117 AQA Unit Awards Level 1 Functional Skills Maths Level 1 Functional Skills English	Attend Queen Elizabeth Sixth Form College	Successfully passed first year at College achieving Level 2 Diploma in Media Studies. Passed GCSE English Passed his aptitude test for the Fire Brigade (May 2024) Working at Durham Box at Bishop Auckland (January 2025) Working for Royal Mail (October 2025)

2020/21

Initials of Young Person	Dates attended Pear Tree School		PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
AMC	22.03.2016 - 21.07.21	Year 11	21.8%	88%	98.1%	193 AQA Unit Awards Entry level 1 Functional Skills Math BTEC Level 1 Introductory Sport - Award Level-Pass Introductory Land Based Studies - Certificate Level-Pass	Attend Stockton Billingham College	N/A
JS	20.04.2020 - 21.07.21	Year 11	78%	92%	97.5%	36 AQA Unit Awards Level 1 in Functional Skills English Reading Level 1 in Functional Skills English Writing Level 1 in Functional Skills Math BTEC Level 1 Introductory Land Based Studies - Certificate Level-Merit BTEC Level 1 Introductory Sport - Award Level-Pass BTEC Level 1 Introductory Construction - Award Level-Pass	Attend Darlington College	Successfully left Darlington College in July 2022 achieving a level 2 in Uniform Services. Began a Carpets Fitting and Warehouse apprenticeship with Franks Factory Flooring
SD	18.03.2019 - 21.07.21	Year 12	65%	90%	99.1%	64 AQA Unit Awards Level 1 in Functional Skills English Writing Level 1 in Functional Skills English Reading Entry level 1 Functional Skills Math Introductory Land Based Studies - Certificate Level-Merit BTEC Level 1 Introductory Sport - Award Level-Pass	Attend Military College Helped to move SD to new job at Duke of Beaufort Kennels at Badminton (August 2023)	Graduated National Horse Racing College in November 2022 – going onto work placement on a yard Became employed by Pear Tree to support her whilst studying to become a veterinary nurse (September 2024)
LP	11.05.17 - 21.07.21	Year 12	58%	90%	99.7%	110 AQA Unit Awards Level 1 in Functional Skills English Writing Level 1 in Functional Skills English Reading Entry level 1 & 2 Functional Skills Math BTEC Level 1 Introductory Land Based Studies - Certificate Level-Merit BTEC Level 1 Introductory Sport - Award Level-Pass	Attend Military College	N/A

						BTEC Level 1 Introductory Construction - Award Level-Pass		
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2021/22

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
EH	11.11.19 – 22.10.21	Year 7	37%	90%	75.7% Lower due to planned transition	89 AQA Units	Moved to a foster care placement	N/A
JKen	14.10.19 – 17.12.21	Year 9	64%	87%	97.4% Lower due to planned transition	77 AQA Units	Attend Bishop Barrington School	Two years on, still attending mainstream school. Completed mainstream education (June 2024) – Enrolled at Bishop Auckland College to study bricklaying on September 2024
KH	08.03.21 – 07.06.22	Year 8	44%	44%	98.1%	37 AQA Units	Moved to a different residential facility	N/A
DW	07.09.16 – 07.07.22	Year 13	45%	86%	89.3% Lower due to planned transition	Entry level 1 Maths and English Reading 165 AQA Units BTEC Level 1 Award Land Based Studies BTEC Level 1 Award Sport Functional Skills Entry Level 2 Maths	Moved to supported living accommodation	N/A
TE	21.05.18 – 21.07.22	Year 12	60%	87%	93.5% Lower due to having COVID recorded as illness	99 AQA units BTEC Entry Level 1 Pre-Vocational Studies Functional Skills Entry Level 1 Maths Functional Skills Entry Level 2 English First Aid Certificate	Attend Bishop Auckland College	Studying an Aspire Programme (First Year) at Bishop Auckland College

2022/23

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
KMcK	14.05.20 – 03.02.23	13	55%	96%	100%	77 AQA Unit Awards BTEC Level 1 Introductory BTEC Level 1 Introductory Land Based Studies Certificate BTEC Level 1 Introductory Construction Award BTEC Level 1 Introductory Sport Award Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing Level 1 Functional Skills Reading Level 1 Functional Skills Writing BTEC Level 1 Introductory Performing Arts(Dance) BTEC Level 1 Introductory Engineering Level 2 Functional Skills English Reading Level 1 Functional Skills Maths Entry Level 3 Functional Skills ICT	Attended Northern Racing College	Completed Northern Racing College Attending Darlington College – Next Steps 04.09.2023
JMc	01.11.21 – 22.03.23	13	57%	63%	90.6%	22 AQA Unit Awards EL3 Functional Skills Maths EL3 Functional Skills English Reading First Aid Level 1 Functional Skills Reading Level 1 Functional Skills Writing	Returned home	N/A
MMc	24.02.22 – 31.03.23	9	75%	77%	96.3%	160 AQA Unit Awards EL3 Functional Skills Maths(14/06/22) EL3 Functional Skills English Reading(30/6/22) EL3 Functional Skills English Writing(5/7/22) Level 1 Functional Skills Writing:24/1/23 Level 1 Functional Skills Reading:24/1/23 Entry Level 3 Functional Skills ICT BTEC Level 1 Introductory Performing Arts - Award (April 2023)	Returned home	N/A
JP	05.11.19 – 20.07.23	11	58%	84%	98.4%	92 AQA Unit Awards BTEC Level 1 Introductory Land Based Studies Certificate BTEC Level 1 Introductory Construction Award BTEC Level 1 Introductory Sport Award Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing Level 1 Functional Skills Reading - Pass Level 1 Functional Skills Writing BTEC Level 1 Introductory Performing Arts(Music) BTEC Level 1 Introductory Engineering Level 2 Functional Skills English Reading	Attended Houghall College	Now in full time employment N/A

						<p>Entry Level 3 Functional Skills ICT</p> <p>Level 1 Functional Skills Speaking and Listening</p> <p>Level 1 Functional Skills Maths</p> <p>Unit 40800M - Riding Horses Under Supervision - Distinction</p> <p>Unit 20676J - Finding Out About the Land Based Sector - Merit</p> <p>Unit 20674J - Using Workshop Tools in a Land Based Setting - Distinction</p> <p>Unit 40799M - Developing Estate Maintenance Skills - Distinction</p>		
CS	08.06.20 – 04.07.23	13	51%	95%	97.7%	<p>87 AQA Unit Awards</p> <p>BTEC Level 1 Introductory Land Based Studies Certificate</p> <p>BTEC Level 1 Introductory Construction Award</p> <p>BTEC Level 1 Introductory Sport Award</p> <p>Entry Level 3 Functional Skills Maths</p> <p>Entry Level 3 Functional Skills Reading</p> <p>Entry Level 3 Functional Skills Writing</p> <p>Level 1 Functional Skills Reading</p> <p>Level 1 Functional Skills Maths</p> <p>Level 1 Functional Skills Writing</p> <p>BTEC Level 1 Introductory Performing Arts(Dance)</p> <p>BTEC Level 1 Introductory Engineering Award</p> <p>Level 2 Functional Skills English Reading</p> <p>Entry Level 3 Functional Skills ICT</p> <p>Level 1 Functional Skills Speaking and Listening</p> <p>Level 2 Functional Skills Maths</p> <p>Level 2 Functional Skills English Writing</p>	Worked for Scott Madden Agricultural Services	Undergoing uniformed service training supporting his application to join the Army
SD	08.12.21 – 20.07.23	11	98%	93%	98.4%	<p>169 AQA Unit Awards</p> <p>EL3 Functional Skills English Reading</p> <p>EL3 Functional Skills Maths</p> <p>First Aid</p> <p>EL3 Functional Skills English Writing</p> <p>Level 1 Functional Skills Maths</p> <p>Level 1 Functional Skills Reading</p> <p>Level 1 Functional Skills Writing</p> <p>Level 2 Functional Skills Maths</p> <p>Entry Level 3 Functional Skills ICT</p> <p>Level 1 Functional Skills Speaking and Listening</p> <p>Level 2 Functional Skills English Reading</p> <p>Level 2 Functional Skills English Writing</p>	Attended Darlington College studying Leisure and Tourism	Offered a place at Northern Racing College and encouraged to take, however advised to take the option of housing and benefits by Social Worker (June 2024)

2023/24

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
DL	17.01.22 – 17.07.24	11	61%	75%	98.94%	49 AQA Awards EL3 Functional Skills English Reading (060522 24/24) EL3 Functional Skills English Writing (280622) Level 1 Functional Skills Writing:24/1/23: Fail Resit 6/7/23: Pass Level 1 Functional Skills Reading:24/1/23 EL3 Functional Skills Maths (050722) Level 1 Functional Skills Maths: 8/6/23 Pass Entry Level 3 Functional Skills ICT (Pass 7.3.23) BTEC Level 1 Introductory Land Based Studies - Award (30-07-2023) (MERIT) BTEC Level 1 Introductory Engineering - Award (30-07-2023) First Aid Oct 23 Level 2 Functional Skills Reading 27/35 BTEC Applied Science Certificate - Carrying out a Scientific Experiment/Making a Chemical Product / Exploring Chemistry / Exploring Physics BTEC Introductory Land Based studies Certificate - Complete BTEC Level 1 Introductory Performing Arts Award - Complete BTEC Level 1 Introductory Applied Science Award - Complete	Attending Darlington College	N/A
RCh	06.05.19 – 27.02.24	10	37%	58%	98.43%	190 AQA Awards Entry Level 1 Functional Skills Maths (23.6.2022 Pass) Entry Level 1 Functional Skills Writing (080223 27/30 PASS) Entry Level 1 Functional Skills Reading (020223 15/16) Entry Level 3 Functional Skills ICT (Pass 8.3.23) Entry Level 2 Functional Skills Maths (050723 Pass) "LBS Units achieved Riding horses under supervision Growing plants"	Moved to a different residential facility	N/A
KMc	09.05.18 – 17.07.24	11	26%	62%	94.68%	184 AQA Awards First Aid Oct 23 BTEC Level 1 Introductory Dance/Performing Arts Award BTEC Level 1 Introductory Land Based Studies - Award Merit BTEC Applied Science Award Pass Entry Level 2 Functional Skills Maths Entry Level 3 Functional Skills Maths Entry Level 2 Functional Skills ICT Entry Level 2 Functional Skills Reading	Returned home	N/A

						Entry Level 2 Functional Skills Writing Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing Functional Skills Level 1 Reading Functional Skills Level 1 Writing		
KA	06.05.20 – 17.07.24	11	32%	81%	97.61%	165 AQA Awards Entry Level 1 Functional Skills Maths (2/23 14/20) Entry Level 1 Functional Skills Speaking and Listening Entry Level 1 Functional Skills Reading (060223 8/16 FAIL - 070723 14/16 Pass Entry Level 2 Functional Skills Reading (Jan Pass) BTEC Level 1 Introductory Performing Arts Award - Unit PA8-Performing a Dance Routine - claimed Entry Level 1 Functional Skills Writing 24/30	Attending Darlington College	N/A

2024/25

Initials of Young Person	Dates attended Pear Tree School	School Year on leaving	PHCA % on admission	PHCA % on discharge	Attendance	Qualifications	Actions after leaving school	Outcome
RL	11.02.2022 – 11.04.2025	11	68%	90%	84.81% (15.12% authorised absences, 0 unauthorised absences)	91 AQA Awards Entry Level 2 Functional Skills Maths Entry Level 3 Functional Skills English Reading Entry Level 3 Functional Skills English Writing Entry Level 3 Functional Skills Maths Level 1 Functional Skills Reading Level 1 Functional Skills Writing Level 2 Functional Skills Reading First Aid BTEC Level 1 Introductory Performing Arts Award BTEC Level 1 Introductory Sport Award	Returned Home	
RP	04.09.2024 – 04.06.2025	9	84%	84%	83.85% (15.22% authorised absences 0.93% unauthorised)	22 AQA Awards Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing	Returned Home	
EH	25.10.2023 – 23.05.2025	10	83%	92%	100%	210 AQA Awards Entry Level 1 Functional Skills Maths Entry Level 1 Functional Skills Reading Entry Level 1 Functional Skills English Writing Entry Level 2 Functional Skills Maths Entry Level 2 Functional Skills Reading Entry Level 2 Functional Skills Writing Entry Level 2 Functional Skills Speaking and Listening BTEC Level 1 Introductory in Performing Arts Award	Returned Home	

						Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing		
BG	12.07.2022 – 16.07.2025	12	80%	92%	95.91% (4.09% authorised, 0 unauthorised absences)	87 AQA Awards Entry Level 2 Functional Skills Reading Entry Level 2 Functional Skills Writing Entry Level 2 Functional Skills English Speaking and Listening Entry Level 2 Functional Skills Maths Entry Level 2 Functional Skills ICT Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Reading BTEC Level 1 Introductory Engineering Award - Pass Using a Welding process BTEC Introductory Land Based Studies Certificate BTEC Applied Science (Award) - Complete - Merit BTEC Level 1 Introductory Performing Arts Award - Complete - Merit Entry Level 3 functional Skills Writing	Darlington College studying Entry Level 3 Construction	
DBr	15.01.2024 – 16.07.2025	12	59%	88%	94.61% (5.39% authorised, 0 unauthorised absences)	86 AQA Awards First Aid Entry Level 1 Functional Skills Maths Entry Level 2 Functional Skills Reading Entry Level 2 Functional Skills Writing Entry Level 2 Functional Skills Speaking and Listening Entry Level 2 Functional Skills Maths Entry Level 3 Functional Skills Reading BTEC Level 1 Introductory Sport- Award BTEC Level 1 Introductory Performing Arts Award Entry Level 3 Functional Skills Writing Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Speaking and Listening	Darlington College studying Entry Level 3 Diploma of Vehicle Maintenance and Level 1 English	
AC	04.09.2024 – 16.07.2025	11	55%	73%	98.1% (1.89 % authorised)	100 AQA Awards Entry Level 1 Functional Skills Maths Entry Level 1 Functional Skills Reading Entry Level 1 Functional Skills Writing First Aid Entry Level 2 Functional Skills Reading Entry Level 2 Functional Skills Writing	Darlington College studying Next Steps	
RH	05.01.2022 – 16.07.2025	11	41%	95%	97.57% (2.43% authorised)	88 AQA Awards Entry Level 2 Functional Skills Reading Entry Level 2 Functional Skills Writing Entry Level 2 Functional Skills Maths Entry Level 3 Functional Skills Maths Entry Level 3 Functional Skills Reading Entry Level 3 Functional Skills Writing Entry Level 3 Functional Skills Speaking and Listening	Darlington College studying Health and Social Care	

						Level 1 Functional Skills Reading Level 1 Functional Skills Writing Level 2 Functional Skills Reading BTEC Level 1 Introductory Sport Award BTEC Performing Arts Award		
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Conclusion

Reviewing measurable data.

One way of achieving progress is to set targets on improving previous data. However, this data is always within a context.

Attendance is already very high with little room for improvement. One new admission who refuses to engage against the previously identified evidence could see these figures decline.

Important information report forms are relevant to an evolving population who's required level of support is cyclical and varies depending on individual circumstances. When I say cyclical, I mean the overwhelming track record is children are admitted, need a high level of support initially, make progress and that level of support reduces. Therefore, there will always be an element having to assess where in this cyclical process the numbers are relevant for.

What is clear is that children arrive in our school and make significant progress from their starting points in all ways. Their attendance, their Personal Holistic Competence Assessment and in their educational achievements demonstrated by their accreditation.

So, what can we conclude from the data and importantly the observations?

Children who have previously failed in education or who have been rejected from education as a result of safeguarding issues want to come to our school. They forge deep genuine relationships that are significant to them and from these relationships they are exposed to a world of learning that they can relate to and enjoy. This opens the doors to further opportunities later in life.

The challenge therefore is how to recognise and retain all that is of value and constantly grow our practice to embrace an ever evolving world. The only constant in life is change. The way our school stoically managed the challenges of a worldwide pandemic says much about our receptiveness to change and the way it responds to the world around it. It is therefore my task to prepare staff and students to be able to meet the ever changing challenges ahead and be ready for the next stage of their life and careers in the future.

Development of monitoring systems

As a result of the changes above and other natural developments, the following reports are now submitted to the Head Teacher on a termly basis.

Safeguarding and bullying – Gary Ramsbottom (Senior Designated Safeguarding Lead)

Health and Safety – Stephen Douglas (Health and Safety Co-ordinator)

Curriculum Coverage – Philip Tebbs – SENCO

2024/2025 Developments

This year the following developments have been made to maintain and enhance the school environment.

The Manor.

- The creation of an outside kitchen and the purchase of the Charlie Oven in the courtyard. This is an oven, a BBQ, and a pizza oven. It is hoped students will be making their own pizzas in the near future.
- The fitting of the kiln and the development of the pottery area within the grain shed.



Toy Top.

- The improvement of the patio.
- Tidy hayloft.
- The renovation of a field shelter. An extension to this is planned to aid the management of horses over the winter months.
- Removal of Aesbestos roof and replaced with new pan tile roof on the biomass plant room and classroom.



The development of the staff appraisal system to reflect the methodology developed within the Personal Holistic Competence Assessment System". This being not only a tool to measure staff performance but also to enhance and encourage improvement.

Plans for 2025/26

The release of the publication "Three Silver Bullets" to coincide with the arrival in the App Store of the two apps "Emotional Well Being indicator" and "Preparation for Employment".

The release of the Pear Tree Student app. This will provide a digital platform for students to connect with the staff in the organisation they need to. It provides a way of seeing and collating 'positive important information reports". An ongoing journal. A way of collating a photographic history of their experiences. Receiving school reports and returning questionnaires. Also, a way of completing work and receiving feedback.

The increased focus on learning outside of the classroom with educational visits to places of particular interest undertaken by teachers and instructors.

David Bartlett MBE
October 2025

