



Castle Hill School



# Castle Hill School

## School Improvement Plan

### 2019 – 2020



## **WHAT IS A SCHOOL IMPROVEMENT PLAN (SIP)?**

The School Improvement Plan (SIP) outlines that the pupils are achieving the best teaching and learning experiences possible and making progress in their own personal way. The plan is collaborative and is the work of all stakeholders. Stakeholders are pupils, parents and carers, community partners and all staff. It is research based on data and facts driven with clear, measurable goals. Review, evaluation, monitoring and revision should take place on a regular basis.

## **WHY DO WE NEED A SIP?**

School improvement is the single most important priority of Castle Hill. The focus is to measure and maintain pupil achievement at a school, local and national level. The focus must be on the pupil attainment.

## **School Improvement Partner**

Sally McFarlan, Executive Head Teacher, National Leader of Education and our School Improvement Partner visits school on a termly basis. Each visit has a specific focus based on the OFSTED judgement areas. Outcomes of each visit include suggested areas for development. The areas for development are added to this document and progress towards outcomes are assessed (see footer).



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## **Multi Academy Trust**

The Interaction and Communication Academy Trust (ICAT) is presently a small Trust of special schools across Yorkshire and the Humber.

### **Our Vision**

By developing a Multi Academy Trust we will be able to share our ideas, strengths and expertise to provide the best possible learning opportunities for all our pupils. We can extend our networks for all our children and families and collectively offer a wide range of opportunities.

Our aims are to:

- provide an atmosphere where all young people achieve to their full potential
- respect, trust and value ourselves and each other
- aim for our personal best and share in our successes
- hear every voice
- see change as a chance to grow
- make learning fun
- promote a climate of high expectation in which the achievements and successes are celebrated
- ensure pupils have a voice in all aspects of school life
- prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community

The ICAT specialises in meeting the educational needs of children and young people aged 3-19 with a range of learning difficulties. We are a family of schools who are led by our Trust Members and Board of Directors, to blend the best educational and therapeutic practice. Our team approach ensures we work closely with families, carers and a wide multi-professional team to identify and meet all the needs of our young people.

ICAT schools are: Castle Hill School (Huddersfield), High Park School (Bradford) & Milton School (Rotherham)

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## **The Teaching School**

Castle Hill School became a Teaching School in 2013 and formed the Pennine Teaching School Alliance.

The school has been extremely active in its work delivering **on** the Big 3;

1. Initial Teacher Training
2. School to school support
3. Professional Development

The following areas of development have resulted to date:

- Working with the DfE to develop national SEND assessment training on The Engagement Model
- growing our own ITT students
- training other schools' staff re SEN
- bespoke training for our staff
- creating opportunities for Castle Hill staff to support alliance schools
- creating opportunities for staff from alliance schools to support Castle Hill staff
- access to networking for all staff
- opportunities for pupils to be supported by alliance staff
- economy of scale re conference attendance etc
- developing SLEs within school
- access to research and development opportunities and stronger links with Higher Education Institutes (HEIs)



**Mission Statement**

We are pioneers of innovative and personalised teaching and learning,  
enriching lives, and fostering independence.

**Aim**

We aim to enable all students to be effective communicators,  
to engage in meaningful learning,  
and be empowered to positively influence their world.

Our Key priorities are based on the four main Ofsted judgement areas, our own ongoing assessment process, SIP visits, Peer Review outcomes and Local/National agendas.

Please refer to website page 'School Assessment and Improvement' for objectives COMPLETED since 2016 ([Click here](#))

## Quality of education

- 1.To apply headlines from the Summer 2019/2020 Assessment Report New 03/11/20
- 3.Curriculum Group development knowledge share. New 19/12/19, updated 15/04/19, updated 20/10/20
- 4.Moderation reporting New 19/12/19, updated 15/04/19, updated 20/10/20, updated 11/11/20
- 5.Research and development through the application of Lesson Studies 2020-21 [CPD link](#). New 20/10/20.
- 6.To incorporate the language of the Engagement Model into MAPP and PIP targets [CPD link](#) New 02/01/20, updated 15/04/19, updated and amended 20/10/20.
- 7.Redevlopment of the Sixth Form Curriculum. Added 11/06/19, updated 02/01/20, updated 15/04/19, updated 03/11/20
- 8.Peer Observation project [CPD link](#) New 03/11/20
- 9.Development of Science teaching and learning. New 18/12/19, updated 02/01/19, updated 15/04/19, updated 11/11/20
- 10.To embed a structured approach to the celebration of diversity of culture, belief and values within our school community. New 25/04/20, updated 03/11/20
- 11.To expand and enrich community links with local schools in the area, collaborating to create Art and D&T pieces to be showcased in the school reception area. New 25/04/20, updated 03/11/20

## Personal development

- 1.To further develop specific subject areas through Quality Standards Marks; ICT, PD, Wellbeing, SMSC. New 03/11/20.
- 2.Use of Music/ the Kodaly method. Added 11/06/19, updated 02/01/20, updated 20/04/19 further additions regarding assessment, resource bank and the development of skills. New 25.04.20, updated 06/11/20
- 3.Work Related Learning. Updated/ New 06/11/20
- 4.Areas for development highlighted in Healthy schools Award/SMSC QS outcomes. New 05/09/19, updated 02/01/20, updated 15/04/19, updated 11/11/20
- 5.Career provision development. New 18/09/19, updated 02/01/20, updated 15/04/19, updated 10/11/20
6. Increase and develop the school's SALT expertise and knowledge base New 25/04/20, updated 06/11/20

## Leadership and management

- 1.To source, develop and provide training opportunities for teaching and support staff through the Teaching School. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20 [TS Link](#)
- 2.Initial Teacher Training. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20 [TS Link](#)
- 3.School to School Support. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19, updated 06/11/20 [TS Link](#)
- 4.Growth of the Teaching School. From 17/05/18, updated 18/01/19, 27/04/19, 11/06/19, updated 16/04/19 updated 06/11/20 [TS Link](#)
- 5.To develop our in-house manual handling resource as a result of our Autumn 2018 Manual handling audit. New 15/01/19 updated 27/04/19, 11/06/19, 02/01/20, updated 16/04/19, updated 06/11/20
- 6.To develop the learning environment within the Primary shared area. New 06/11/20
- 7.Development of outdoor play areas in Primary Department 1&2 New 6/11/20
- 8.To arrange, coordinate and apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary. New 24/06/20
- 9.Research and preparation for Discovery Centre build to increase school capacity. New 24/06/20, updated 6/11/20

## Behaviour and attitudes

- 1.UNICEF Gold Rights Respecting Schools Award. New 18/09/19, updated 02/01/20, updated 16/04/19, updated 06/11/20
- 2.SMSC. From 29/08/18, updated 18/01/19, 27/04/19, 11/06/19, 02/01/20, updated 16/04/19. Updated 06/11/20
- 3.Pupil Premium. New 6/11/20
- 4.Fundraising updated. New 06/11/20
- 5.To develop a transition resource to assist with daily interaction. NEW 18/01/19 updated 27/04/19, 02/01/20, updated 16/04/19, updated 06/11/20
- 6.Promote wellbeing within the parent/carer community. New 03/11/20
- 7.To Complete NSPCC safeguarding consultancy package (gold). New 10/11/20.

## Quality of education

1. Priority: To apply headlines from the Summer 2019/2020 Assessment Report			
<p>Success criteria:                      Raising performance outcomes and improving assessment processes through:                      - the application and quality assurance of Key Skill Pathways                      - PiP quality assurance and moderation                      - the formulation of a progression guidance</p>			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Key skill pathways application to be quality assured for pupils engaged in subject specific study. Case studies will track Pathways – Curriculum Guides - MTP – PiP documents – Evidence of work to provide evidence of application.</p>	<p>Tracking evidence outcomes</p>	<p>HJ/KD/JA</p>	<p>Collated case studies and tracking evidence</p>
<p>PiP Moderation                      The establishment of a PiP Moderation Working Party, which will provide an ongoing forum for discussion regarding the setting of PiP targets. The Working Party will quality assure the process through the tracking of targets from EHCP, to MAPP, to PiP, as well as act as clinic to provide support to teachers.</p>	<p>Tracking evidence outcomes</p>	<p>SB/KD and Working Party</p>	<p>Collated case studies and tracking evidence</p>
		<p>DP/PH</p>	



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<p>Castle Hill Level Progression Guidance To extend the progression guidance process and apply it to the summer 2021 Castle Hill Level Attainment data.</p>			<p>Application of Progression Guidance to assist in target setting</p>
<p>Impact: Improved assessment processes. Increased opportunities for learning</p>			



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<b>2. Priority: Numeracy Intervention (supported by the COVID-19 Catch-up Fund)</b>			
<b>Success criteria:</b> To apply the outcomes of the Summer 2020 Assessment Report, implementing numeracy interventions and to measure impact			
<b>Activity</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To analyse the outcomes of the Summer 2020 Assessment Report	Analysis Report	PH	Minutes of SLT meetings Analysis Report
To formulate an Action Plan for numeracy interventions	Action Plan	PH	Minutes of SLT meetings Action Plan
To identify targeted pupils that require interventions, liaise with class teachers, formulate targets, and acquire any necessary resources	Pupil Case Studies and ongoing records	PH	Minutes of SLT meetings Pupil Case Studies and ongoing records
To implement numeracy interventions and evaluate ongoing progress	Pupil Case Studies and ongoing records	PH	Minutes of SLT meetings Pupil Case Studies and ongoing records
To evaluate the impact of Interventions on an ongoing basis, through the tracking of MAPP and PiP targets	Pupil Case Studies and ongoing records	PH	Minutes of SLT meetings Pupil Case Studies, ongoing records, MAPP and PiP trackers
To evaluate the impact of Interventions through Castle Hill Level assessment	Pupil Case Studies and ongoing records, Summer 2021 Assessment Report	PH	Minutes of SLT meetings Pupil Case Studies, ongoing records, Summer 2021 Assessment Report
<b>Impact:</b> Improved progress in numeracy, in line or exceeding other Maths skill areas			

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3. Priority: Curriculum Group development knowledge share			
<b>Success criteria:</b> The production and upkeep of a curriculum area development display board to ensure the school community have a clear understanding of curriculum area development plans and have an opportunity to suggest ideas for further development			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To formulate an easily accessible and adaptable display mechanism to share curriculum area development plans and offer staff the opportunity to suggest ideas for further development In lockdown, A Curriculum Development Webpage was created on the school website. This had a weekly update where teachers shared information on key areas of development in their areas.	Formulate display mechanism  Choose area for display  Explain concept to wider staff group  Apply strategy and collate feedback  To maintain and develop the concept over time, highlighting and <b>recording</b> changes and development	AM	Staff feedback  Views on website page
<b>Impact:</b> Whole school understanding of the curriculum and curriculum development leading to more effective teaching and learning			



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<b>4. Priority: Completion of moderation report, to be published on CHS website</b> <b>amended 11.11</b>			
<b>Success criteria:</b> Internally moderated -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets Externally moderated -Pre-Key stage standards			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Internally moderate -Castle Hill School Levels -Pre- Key stage standards -MAPP and PIP targets  Externally moderate -Pre-Key stage standards	To be integrated into staff meetings throughout the year 09.10.19 PIP moderation 15.01.20 PKS/CHLs moderation – Maths 03.02.20 PKS/CHLs moderation cont. 30.09.20 EHCP – MAPP – PIP tracking 21.10.20 Case Studies 16.11.20 Moderation WP – Maths focus  Final report due end Nov 2020	KD/HJ	Moderation outcomes
<b>Impact:</b> Commonality of assessment outcomes			



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## 5. CPD link Priority: Research and development through the application of Lesson Studies 2020-21

### Success criteria

Development, application and dissemination of action research through lesson studies

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>For staff to formulate, carry out and then share research on an ongoing basis that will benefit the student learning here at Castle Hill school</p> <p><b>Agreed focus:</b></p> <ul style="list-style-type: none"> <li>-Formulation and application of 'home language' songs and rhymes, increasing familiarity in the learning context. Does this have an effect on increased cognition and learning?</li> <li>-How the curriculum supports our harder to reach students and translating this into areas of engagement. To add relevant sections into each curriculum guide.</li> <li>-Implementation and impact of using Positive Looking VI assessment on pupils' achievements and progress throughout the year and staff confidence in delivering VI activities.</li> <li>-To research and develop a bespoke colour-coded sentence building model (similar to Colourful Semantics) with the intention of extending literacy and communication skills in pupils working at higher levels of the English Pathways. This will initially be embedded in classroom practice in P4, S4 and SF1 and progress</li> </ul>	<p>Autumn term 2020: formulation of triads</p> <p>End of Autumn 2020-21 Initial feedback to the teachers' meeting: 16<sup>th</sup> Dec</p> <p>End of Spring 2020-21 feedback</p> <p>End of Summer 2020-21 feedback and conclusions</p>	<p>SP/SLT All teachers</p>	<p>Application of outcomes during and after the research period</p>

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<p>made as a result of the intervention will be recorded and monitored through case studies.</p> <ul style="list-style-type: none"><li>-Expanding the range of animal therapy activities available within school and developing assessment for impact through case studies.</li><li>-Research input regarding MSc Language and Communication Impairment in Children, Sheffield University.</li></ul>			
<b>Impact:</b> Greater understanding of outstanding practice			



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6. Priority: CPD link. To incorporate the language of the Engagement Model into MAPP and PIP targets			
Success criteria: Tracked case studies evidencing integration and success of Engagement Model system			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To incorporate the language of the Engagement Model into MAPP	<p>Training day EM focus delivered 13<sup>th</sup> March</p> <p>Discussions within Staff meetings Spring</p> <p>Production of Communication Engagement Model amendments, Spring 2020</p> <p>Tracking evidence in PIP moderation sessions- 30/09/20</p> <p>Tracking evidence through Planning monitoring- 14/09/20</p> <p>Tracking evidence in EHCPs, Planning and PIP analysis- Training Day 18/11/20</p> <p>Tracking evidence in EHCPs, Planning and PIP audit- Spring 2020-21</p>	AL/KD/PH	<p>Collated case studies and tracking evidence</p> <p>Moderation report</p>
<b>Impact:</b> Improved planning and assessment processes Increased opportunities for learning			

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7. Priority: Redevelopment of the Sixth Form Vision and Curriculum			
Success criteria: Students participating in new bespoke pathways for learning appropriate to destination			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
-Review of Vision and Philosophy and learning pathways with specific focus on intention and destination for learners -Create Vision and Philosophy overview Create a new three tier curriculum based on sensory, semi-formal and formal pathways with life skills, WRL and 'destination learning' at the core  Complete an evidence base showing the effectiveness of the three tier system	Vision/Philosophy document and overview produced consultation with staff and parents complete Develop initial (Year1) pathway for learning. Implementation in Sept 2019 Develop of year 2 and 3 pathways for learning. Implementation in Sept 2020  Complete case studies which show the application and influence of each pathway	AM	Application of Vision, Philosophy and curriculum  Successful long-term placements for Castel Hill School Leavers  Case studies and outcomes
<b>Impact:</b> Leavers further empowered by destination focused approaches to learning			



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## 8. Priority: CPD link. For teachers to participate in the school's Peer Observation project

### Success criteria:

Teachers to observe peers with members of the SLT

Autumn

Spring

Summer

Teachers to produce a short report after each observation on lessons learnt regarding their own practice

### Activity

Teachers to produce a short report after each observation on lessons learnt regarding their own practice. This area should be highlighted as an area for development in their next observation

### Outcomes, progress, timeline

Autumn report 2020

Spring report 2021

Summer report 2021

### Lead Persons

Teachers

### Monitoring through

Report outcomes and application

**Impact:** Improved teaching methods through the application of reflective practice



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**9. Priority: Application and dissemination of skills and knowledge attained through the PSQM award process to maintain awareness, participation and recognise the value of delivering accessible, high quality Science for the whole school community either on its own merit or in support of the wider curriculum.**

**Success criteria:**

Successful award of Primary Science Quality Mark school Status (Covid delay-Due February 2021)

Recognition and awareness of CHS in and beyond the local area as a SEN school capable of designing and delivering accessible solutions and fostering best practice in Science learning and engagement.

Activity	Timeline, outcomes, progress,	Lead Persons	Monitoring through
<p>Staff training, skills and knowledge audit pre and post PSQM award in Science Capital, Enquiry Skills and the NC up to KS2 including Formative Assessment to support PIP and MAPP target acquisition</p>	<p><b>Continued training for LSA's-</b>  <b>Outcomes-</b> (i) Skills and knowledge observed in practice- (ii) Confidence to deliver when directed- (iii) Initiation by some to deliver independently.  <b>Timeline-</b> (i) In place and observed in Autumn 2 (ii) By end of Spring 1 (iii) By end of Summer 1.</p> <p><b>Twilights for ETA's/ Teachers-</b>  <b>Outcomes-</b> (i) Deeper learning opportunities for staff- Recognition of own Science Capital, use of Enquiry Skills. (ii) Application of NC up to KS2. (iii) Confidence to access assessment criteria to support target acquisition.  <b>Timeline-</b> (i) By end Autumn 2/ (ii) By end Spring 1/ (iii) By end Summer 1</p>	<p>MI/ CQ</p>	<p>Attendance, feedback and observations of practice (Learning Journals, learning walks)</p>

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<p>Whole school application of CHS Working Scientifically Enquiry Skills to support the Engagement Model and enrich learning experiences for hard to reach students.</p>	<p><b>Outcome:</b> (i) Launched at Science Week 2020/ (ii) Additional twilights and training- Tracking application in practice for all curriculum/ (iii) Formally linked to Engagement Model/ Learning Pathways.  <b>Timeline:</b> (i) By start of Autumn 2/ (ii) By End of Spring 1/ (iii) By end of Summer 1.</p>		
<p>Science week (feedback on 2020/ Delivery of sw 2021) Inc. funding</p>	<p><b>Outcome:</b> (i) Informal/ Formal feedback from all staff on event to inform SW 2021/ (ii) Identify and apply for funding for SW 2021/ (iii) design SW 2021 to be unaffected by Covid restrictions/ (iv) Design SW2021 to support external links programme and home learners.  <b>Timeline:</b> (i) By end of Week 4 Autumn 2/ (ii) By end of Autumn 2/ (iii) By week 2 Spring 1/ (iv) By week 2 Spring 1</p>	<p>MI/ CQ</p>	<p>Class and event photographs/ Formal (feedback pro-forma) and informal feedback/ Family feedback and responses to website and social media content.</p>

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<p>Post 16 Science Audit to identify current practice and potential refocus if recognised as valuable to cohort.</p>	<p><b>Outcome:</b> If applicable, identify and apply in practice to support current sow and targets.  <b>Timeline:</b> (i) Capacity and planning by Start of Summer 1/ (ii) Implementation by Autumn 1 2021</p>	<p>MI/ CQ/ AM/ DG</p>	<p>Informal discussion/ Audit of current SOW and cohort engagement</p>
<p>Maintain and utilise memberships</p>	<p><b>Outcome:</b> Continue to access and use current memberships of Science related national bodies to include access to CPD and to inform best practice and application of knowledge and skills.  <b>Timeline:</b> Ongoing</p>	<p>MI/ HO</p>	<p>Ongoing membership/ full utilisation of membership opportunities and access for wider staff use.</p>
<p>Resources and sow(Accessible, covid safe and of value to hard to reach learners)</p>	<p><b>Outcome:</b> Translation of National Curriculum to best fit and benefit school curriculum and Topic scheme of works.  <b>Timeline:</b> (i) Identified, planned and designed for start of Spring 1 then ongoing.</p>	<p>MI/ CQ</p>	<p>Access to and use in practice alongside topic schemes of work and Curriculum Guides</p>

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<p>Identify, engage with or establish a Sen specific science community to share and identify best practice. (ICAT, Local, Regional, National)</p>	<p><b>Outcome:</b> Successful identification of existing Sen specific network to engage with or establish a new one to lead in this area.  <b>Timeline:</b> (i) Identify current if applicable local and national networks by end of Autumn 1. (ii) If applicable establish and formalise a network by end of Spring 1/ (iii) If applicable launch formerly Autumn 2021</p>	<p>MI</p>	<p>Active engagement with appropriate forums and sector bodies/ Accessing voice to share best practice beyond CHS</p>
<p>Science link/ Community science</p>	<p><b>Outcome:</b> Identify the capacity to establish and deliver a virtual science link to support CHS links programme and to re-establish links through the use of science themes and science activities  <b>Timeline:</b> (i) Identify and contact potential existing school links to access by end of Autumn 2/ (ii) Trial and roll out to limited links by Spring 1 2021/ (iii) Open to other participants by start of Spring 2</p>	<p>MI/ SB</p>	<p>Re-establishment of existing and new links to support socialisation, communication and interaction of the wider school community</p>
<p><b>Impact:</b> Awareness of CHS as a potential lead point of reference for science practice and delivery amongst SEN specific schools within the sector that have a focus on communication and interaction.</p>			

**10. Priority: To embed a structured approach to the celebration of diversity of culture, belief and values within our school community.**

**Success criteria:**

-Develop a scheme of assembly (fortnightly departmental) focussed learning providing coverage of a range of religious beliefs, practices and celebrations linked to local syllabus, these assemblies will take place across phases in class.

-Establish and maintain links with leaders from the local community by inviting regular participation in departmental and whole school assemblies via a virtual link.

-Plan and deliver one whole-school celebration with a focus on Islam and the celebration of Eid involving both the school and local community

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>SWOT – to analyse strengths, weaknesses, opportunities and threats for RE within school community</p>	<p>To ensure the focus of project is relevant and supportive to all students and staff.</p>	<p>SB</p>	<p>SWOT completed and action plan adapted accordingly since initial conversation.</p>
<p>Develop a timetable for departmental fortnightly assemblies which ensure range of RE coverage is linked to LA syllabus</p>	<p>To further develop/ enhance consistency of the coverage of a range of RE topics throughout school.</p>	<p>SB/DG</p>	<p>Cross reference links to LA RE syllabus on timetable departmental assemblies.</p>

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<p>Create a scheme of assemblies (assembly outline, resources) for Spring term 1, following delivery assess and adapt to create scheme for Spring 2 and Summer 1.</p> <p>Share timetable for Summer 1 with staff and provide a CPD opportunity to develop staff confidence in preparation for delivery</p> <p>Establish links with leaders from the local community and timetable delivery of activities linked to specific religions through Summer 1 and timetabled departmental assemblies.</p> <p>Establish an Eid whole school celebration working party to ensure collaboration with teachers and ETAs, drawing on in house skills and knowledge. Share Eid celebration plans with LSA's to establish links and opportunities for input into celebrations. Form a link with Sally</p>	<p>To develop staff confidence (subject knowledge and pedagogy) to deliver a scheme of assemblies across one term.</p> <p>To develop staff confidence (subject knowledge and pedagogy) to deliver a scheme of assemblies across one term.</p> <p>To enhance community cohesion opportunities through the teaching of RE</p> <p>To empower all staff in school to deliver and facilitate learning linked to preparation for whole-school Eid assembly</p>	<p>SB/DG</p> <p>SB/DG</p> <p>SB/DG/whole-school staff</p>	<p>Learning walks of departmental assemblies, staff and student voice.</p> <p>Learning walks of departmental assemblies, staff and student voice.</p> <p>Links to demonstrate a range of religious leader's involvement from the community, demonstrated through timetable, photos</p> <p>Working party to further develop the ideas for a whole-school celebration with a focus on Eid and draw on all staff skills</p>
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<p>Metcalfe to establish parental involvement where appropriate</p> <p>Plan and deliver a whole –school celebration afternoon focussed on Eid during Summer term</p> <p>Review impact of Summer term departmental assemblies through ETA questionnaire/feedback and discussion in teacher meeting. Create a scheme of assemblies to be delivered on a three year cycle following previously written timetable taking into consideration teacher and ETA input</p>	<p>To develop breadth of religious celebration within school, giving students and opportunity to share and reflect on their own beliefs</p> <p>To ensure departmental and whole-school assemblies follow clear scheme and demonstrate progression of theme and skill</p>	<p>Whole school staff</p> <p>Whole-school staff</p> <p>SB/DG</p>	
<p><b>Impact:</b></p> <p>The development of consistent virtual departmental assemblies, following a clear scheme of learning, will ensure RE is taught across the school on a fortnightly basis. Demonstrating breadth of student experience and opportunity for skill progression. RE will be embedded as an integral part of student's learning experience at Castle Hill, providing all with the opportunity to explore and celebrate diversity in culture, beliefs and values within both the school and wider community</p>			



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11. Aim: To expand and enrich community links with local schools in the area, collaborating to create art and D&T pieces to be showcased in the school reception area.			
Success criteria:			
<ul style="list-style-type: none"> <li>Enriched and deepened community links with local schools and artists</li> <li>A refreshed art gallery that is visually pleasing yet low stimulation to meet all the needs of our students</li> </ul>			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Discuss and finalise theme of project. Research and finalise different mediums.	Finalise the theme of the project, confirm costs and timeline for the workshops.	VL, KP & KW work collaboratively.	Evaluations from discussions and research.
Collaborate with trainee teacher's to support them to plan and lead the introduction session in a range of classes.	VL & KP to co-ordinate with AL to organise a training session.	VL & KP	Meeting minutes with VL & KP.
Contact local schools in the area (Newsome Juniors, Hillside, Newsome High).	KW is making contact with local schools. KP has established a virtual link with Fairfield school. Create a shortlist of schools interested in collaborating on the project.	KW & SB.	Meeting minutes with KW & SB.
Discuss with class teachers the project and the process. Allows the pupils to focus on developing and building relationships with students from other schools as well as within in school for those classes who do not have external links.	VL & KP to discuss with teachers in weekly meeting.	VL & KP.	Collated lists in collaboration with class teachers.
Facilitate virtual links (both internal and external). Ensure Greg/Karen is available	Coordination of one or several sessions towards completing the end art and D&T products.	KW to facilitate.	Photographic evidence, verbal feedback from

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<p>for the slots provided to capture photographic evidence of the project.</p> <p>Consider where the current art can be placed around school – stairway, community training room?</p> <p>Invite 6<sup>th</sup> Form and Newsome High students to help hang the art/photographs along the gallery walls.</p> <p>Arrange a grand unveiling, inviting all the students from the project to come and celebrate the finished product.</p>	<p>It has been decided that the artwork will be displayed in the atrium. Create a space for the new art to be placed.</p> <p>Collaboration with older students to create the art gallery.</p> <p>It has been decided that the grand unveiling will take place on the same day as CastleFest 2021 (COVID permitting). Celebration of the work students have created and the relationships they have built throughout this process.</p>	<p>VL &amp; KP with guidance from SP &amp; SLT.</p> <p>VL &amp; KP.</p> <p>VL, KP &amp; KW work collaboratively.</p>	<p>local schools, written evaluations.</p> <p>Meeting minutes.</p> <p>Photographic evidence and written evaluations.</p> <p>Photographic evidence, the physical outcome from the collaborative work.</p>
<p><b>Impact:</b> Enhanced community links with local schools, enriching our relationships within the local community and becoming more active members of the wider Newsome community.</p>			

## Personal development

<p>1. <b>Priority:</b> To further develop specific subject areas through the completion of Quality Standards Marks for ICT, Physical Development, Wellbeing, SMSC</p>			
<p><b>Success criteria:</b> Raising performance to fulfil criteria of quality standards</p>			
<b>Activity</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>

Last reviewed: 11/11/20

# CHIP 2019-20



<p>ICT Quality Standard/NAACE Mark</p> <p>Gold Sports Mark Physical Development Quality Standard</p> <p>Mental Health Award Working with a new mentor assigned December 2019, following previous mentor leaving Leeds Beckett University. All work complete, awaiting summer assessment date. COVID-19 delay</p> <p>SMSC -See SMSC action plan</p>	<p>Currently in the process of completing the Self Review Framework alongside Curriculum development. Looking to be virtually assessed in Spring 2021.</p> <p>Renewal 2021</p> <p>Completion Date Summer 2020, award through Leeds Beckett University. COVID-19 delay Ongoing, to be completed by Spring 2021</p> <p>Achieve Gold QS by Summer 2021</p>	<p>LG</p> <p>DG/AM</p> <p>PH</p> <p>MI/HW/DP</p>	<p>Collation of success criteria and final assessment date</p>
<p><b>Impact:</b> The application of more effective teaching and learning is specific subject areas</p>			

<p><b>2. Priority: Use of Music</b></p>			
<p><b>Success criteria:</b> The musical development of children and young people with learning difficulties and develop the school Music curriculum to reflect Sounds of Intent Research and Framework and Kodaly Methodology. Additional formulation and application of a related assessment systems, resource bank and skill development program.</p>			
<p><b>Activity</b></p>	<p><b>Outcomes, progress, timeline</b></p>	<p><b>Lead Persons</b></p>	<p><b>Monitoring through</b></p>

Last reviewed: 11/11/20

# CHIP 2019-20



<p>To integrate the Sounds of Intent framework into the music policy and curriculum.</p>	<p>Adapted policy and curriculum</p>	<p>RS</p>	<p>Adapted policy and curriculum</p>
<p>To provide twilights and training to support staff and teachers related to the use of Sound of Intent</p>	<p>Training Session 1 November 2018 Session 2 13<sup>th</sup> May 2019 Session 3 21<sup>st</sup> May 2019</p>	<p>RS/SLT</p>	<p>Evaluations</p>
<p>To review Sounds of Reference throughout school To research the 'Kodaly Method' through attendance on courses, summer schools (summer 2019) and adapt and apply the philosophy to meet the needs of students at Castle Hill School</p>	<p>Observation schedule</p>	<p>RS,DP, ZP Use of Music Working Party</p>	<p>Observation outcomes</p>
<p>To integrate the adapted Kodaly Method philosophy into the music policy and curriculum</p>	<p>Research outcomes Adapted policy and curriculum</p>	<p>RS</p>	<p>Adapted policy and curriculum</p>
<p>To provide twilights and training to support staff and teachers related to the 'Kodaly Method'</p>	<p>Training Session 1 13<sup>th</sup> May 2019 Session 2 21<sup>st</sup> May 2019 Observation schedule</p>	<p>RS/ SLT</p>	<p>Observation outcomes</p>
<p><i>Added 20/04/20</i> Additional training and twilights to develop staff confidence with singing and understanding of fundamentals of pedagogy</p>	<p>Training 03/07/20 choosing appropriate repertoire</p>	<p>RS</p>	<p>Assessment of training and application</p>

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<p>Additional resources, including 'media cache', curriculum guides, and recordings, in ongoing development to support teaching and learning, particularly topic-related teaching and learning</p> <p>A 'Castle Hill Levels' document, in parallel to the 'communication and interaction' CHLs document, will be written to incorporate Sounds of Intent framework (and the Kodaly methodology within the 'how' section) to support understanding of how our students develop as musicians</p>	<p>16/11 (Ukulele playing for teachers) and 23/11 (Workshop)</p> <p><b>Collation of resource</b> Ongoing development of the music room – RJ will carry forwards the action plan</p> <p><b>Formulation and integration of assessment document</b> In the works – current pathway is in the curriculum files</p>	<p>RS</p> <p>RS</p>	<p><b>Application and assessment of resource</b></p> <p><b>Application and assessment outcomes to inform future learning</b></p>
<p><b>Impact:</b> Enhanced opportunities for communication and interaction, provides a structure/scaffold for cross-curricular learning and assessment music skills are taught explicitly at all levels across school</p>			

<p><b>3. Priority: To establish a Work Related Learning hub for KS4 and Sixth Form.</b></p>			
<p><b>Success criteria:</b> Completed Reworks build</p>			
<p><b>Activity</b></p>	<p><b>Review</b></p>	<p><b>Lead Persons</b></p>	<p><b>Monitoring through</b></p>

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<p>Secure funding</p> <p>Building progression</p>	<p>Further discussions with Woolfson Foundation- submit phase 2 application for £75,000</p> <p>Work with the Reworks Working Party Regarding future plan amendments and time scales</p>	<p>AM</p>	<p>Building progression</p>
<p><b>Impact:</b> Application of a more comprehensive Work-Related Learning Offer to further improve preparation for the future</p>			



<p><b>4. Priority:</b> Areas for development highlighted in Healthy Schools/SMSC QS Awards</p>
<p><b>Success criteria:</b></p>

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# CHIP 2019-20



Healthy Schools			
Clarity of procedures related to Drug, Alcohol and Tobacco incidents			
Healthier food choices in packed lunches and during After School Club			
Clarity regarding the influence of student voice when making enrichment choices			
Clarity of assessment method used to monitor dedicated Physical Activity time			
Policy clarity regarding of types of bullying			
Activity	Review	Lead Persons	Monitoring through
<p><b>PSHE:</b> In the Drugs, Alcohol and Tobacco Policy, clarify procedures for dealing with drug related incidents and who will be responsible for implementing them.</p> <p>Clarify how the school will support staff, pupils or parents who use drugs, alcohol and tobacco.</p> <p><b>Healthy Eating:</b> Continue to check through the lunchtime menu to ensure it complies with the school food standards and consider how the school could give advice to parents and monitor food brought in by pupils.</p> <p>Check through the policy wording for the menu pertaining to the After-School Club and clarify where necessary what can or cannot be offered to pupils with no specific dietary requirements</p>	<p>Share policy and procedure proposed amendments at SLT meeting February</p> <p>Share proposed support strategies at SLT meeting February</p> <p>New lunchtime menu started after Oct half term – devised by Kirklees in conjunction with Janine. Both Kirklees Council and Janine (School) have been judged to be meeting Gold Standard Mark.</p> <p>Half termly audit of packed lunches. Responses to parents/carers to be considered, as required</p> <p>KD to liaise with Greg to ensure latest amended Healthy Eating Policy</p>	<p>PH/DP</p> <p>ZP/KD have identified very small number of pupils who have packed lunch (6) and are monitoring content. Class teachers aware that they can speak to Zoe if they have concerns regarding content of packed lunches</p>	<p>Policy and procedure amendment and application</p> <p>Record advice and guidance given Monitoring packed lunch content over time</p> <p>Policy and procedure amendment and application</p>

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<p><b>Physical Activity:</b>                  Consider stating in the policy how the pupil voice is taken into consideration when deciding on enrichment activities</p> <p>Clarify how the school monitors and ensures that all pupils have 30 active minutes every day</p> <p><b>Social, Emotional &amp; Mental Health (SEMH):</b>                  Adjust the Anti Bullying policy to add in information about cyber bullying and bullying linked to sexuality or gender</p>	<p>added to website/Policy folder on server</p> <p>Pupil views and responses carefully considered, and pupils moved between enrichment groups as appropriate throughout year.</p> <p>30 active minutes not systematically tracked but evidence gathered through learning walks, planning monitoring and gathering evidence for the School Games Mark</p>	<p>KD/DG/AM</p> <p>PH</p>	<p>Policy and procedure amendment and application</p> <p>Monitoring records                  Policy and procedure amendment and application</p> <p>Policy and procedure amendment and application</p>
<p><b>Impact:</b> Clarity regarding action and protocols related to: PSHE, Healthy Eating, Physical Activity, Social, Emotional &amp; Mental Health (SEMH)</p>			

5. Priority: Career provision development



# CHIP 2019-20



## Success criteria:

Tracking system for destinations

Website development

Review self-assessment tool

Incorporated Gatsby standards into documentation and apply in practice

Ongoing contact with Enterprise Advisor

Activity	Review	Lead Persons	Monitoring through
<p>Careers Leader to undertake some formal training (Careers leader training 1<sup>st</sup> April 2020 cancelled due to COVID-19). Deliver some training on CEIAG and Gatsby Benchmarks to school staff and consider including CEIAG in induction for all new members of staff.</p> <p>Develop a tracking process for all student destinations</p>	<p>Brief training in teachers meeting on Gatsby Benchmarks 11.12.19</p> <p>Meeting to discuss the application of the Gatsby Benchmarks at Castle Hill School with Julie Millward (CK Careers Advisor) 6<sup>th</sup> December. Created a document to demonstrate how the Gatsby Benchmarks are applied at Castle Hill School and shared with SLT 10<sup>th</sup> December.</p>	<p>DP/PH/AM</p>	<p>Assessment of Work Related learning experience</p> <p>Application and assessment of Gatsby standards</p>

# CHIP 2019-20



<p>Put a provider access statement on the website</p> <p>Revisit the Compass self-assessment tool to ensure it reflects practice</p> <p>Incorporate mention of the 8 Gatsby Benchmarks into key documents</p> <p>Revisit the learning outcomes from the CDI framework for careers employability and enterprise education SEND/PRU to audit them against the curriculum COVID-19 delay</p> <p>Explore the opportunity of linking with an Enterprise Adviser from the CEC COVID-19 delay</p>	<p>To liaise with new C&amp;K Careers Advisor regarding upcoming training opportunities.</p> <p>CEIAG training to be available through twilight rather than induction.</p> <p>Gatsby Benchmark training for teachers and ETAs in the Spring Term, specifically targeted at KS4 and KS5 COVID-19 delay</p> <p>Rescheduled for Autumn Term 2020</p>		<p>Assessment of destinations and destination success over time.</p> <p>Application of advice from enterprise Advisor</p>
<p><b>Impact:</b> Improved careers offer</p>			
<p><b>6. Priority: Increase and develop the school's SALT expertise and knowledge base</b></p>			
<p><b>Success criteria:</b></p>			

# CHIP 2019-20



Application and dissemination of new knowledge			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>To apply and be accepted for the Language and Communication Impairment in Children MSc (initial PG Dip and PG Cert), University of Sheffield. To begin 2020-21.</p> <p>To complete the initial year successfully and disseminate information to the SLT and the teaching staff.</p> <p>To work in partnership with Jayne Askew (communications teacher) in the application of some communication based learning strategies for chosen students</p>	<p>Application complete, awaiting update from Sheffield University</p> <p>Dissemination timeline</p> <p>Case studies</p>	PH	<p>Units completed</p> <p>Dissemination timeline</p> <p>Case studies</p>
<b>Impact:</b> Increased knowledge base leading to improved educational outcomes			



## Effectiveness of leadership and management

Last reviewed: 11/11/20

# CHIP 2019-20



1. <b>TS Link Priority: To source, develop and provide training opportunities for teaching and support staff through the Teaching School</b>			
<b>Success criteria: Delivery of National Engagement Model Lead Trainer Training</b>			
<b>Activity</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
To recruit the support of 10 teaching Schools nationally to deliver the Engagement Model Training	49 applications for the role, 10 lead schools appointed.	AL	DfE monthly progress reports
To write a training package for Lead trainers	Training programme developed and written 200 training packs produced including electronic resources 3 engagement support videos created	AL & GF	Finance & budget reports QA reports (Gill Robinson) Training Evaluations
To deliver the training to 200 system leaders	170 applications received for Lead Trainers (Jan 2020) 10 training venues booked: 30.1.20 Tor View, Rossendale 6.2.20 John Jamieson, Leeds 10.2.20 Broad Meadow, Wolverhampton 11.2.20 Fairfield, Northampton 12.2.20 Spring Common, Cambridge 27.2.20 Linwood, Bournemouth 28.2.20 Bidwell Brook, Totnes 16.3.20 – Learn TSA, Grantham 17.3.20 Ash Field Academy, Leicester 20.3.20 Five Acre Wood, Maidstone The final training session was postponed due to COVID online	AL          AL and Lead Trainers	

Last reviewed: 11/11/20

# CHIP 2019-20



<p>Develop a central resource base for lead trainers</p> <p>In response to school closures (COVID-19). Consideration to be given to developing online training</p> <p>Roll out of training nationally to schools</p> <p>Development of online learning packages for self-isolating staff at CHS</p>	<p>training delivered (16/11/20 &amp; 26/11/20)</p> <p>COVID-19 delay in second phase of delivery</p> <p>Knowledge hub set up</p> <p>Uploaded training resources</p> <p>Set up an online training sharing folder for trainers</p> <p>Supplementary training plans have been written to support online delivery of the training</p> <p>Regional trainers have begun to pick up training to their local schools. All local training to be completed by Easter 2021</p> <p>Met with DP to discuss setting up CPD opportunities for our experienced staff to deliver</p> <p>Developing plans for blended learning opportunities that meet the needs of CHS staff</p>	<p>AL</p> <p>AL &amp; DfE</p>	
<p><b>Impact:</b> Further development of Pedagogy to improve learning</p>			
<p><b>2. TS Link Priority: Teaching School Initial Teacher Training</b></p>			

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**Success criteria:**

KPI – At least 15 teachers trained per year

KPI – number of trainee teachers who have secured a post within 6 months is at or above national averages

To deliver high quality CPD to NQTs in the authority

To register at least 50 NQTs with the Appropriate body

To deliver teacher training (Primary with SEND) to at least 12 trainees

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p><b>ITT</b></p> <p>To develop our own SEND ITT programme Working in collaboration with the University of Cumbria</p> <p>To have the draft programme for the teacher training validated</p> <p>Complete the writing and timetabling for the ITT programme</p> <p>Recruit at least 12 ITT students</p>	<p>Met with Mike Toyn to discuss the validation of our programme (2/5/19)</p> <p>Complete due-diligence requirements (April 2019)</p> <p>Accepted as a partner to the university May 2019</p> <p>Attended a validation meeting (November 2019)</p> <p>Met with Sarah Fawcett (Ravenshall) to timetable the sessions and to complete the ITT handbook</p> <p>Attended recruitment fair in Leeds (November 2019)</p> <p>Registered ITT programme on UCAS</p> <p>3 applicants offered interviews (January 2020)</p>	<p>AL</p> <p>AL</p> <p>AL</p>	<p>PTSA steering group meetings</p> <p>NQT monitoring Meetings</p>

Last reviewed: 11/11/20

# CHIP 2019-20



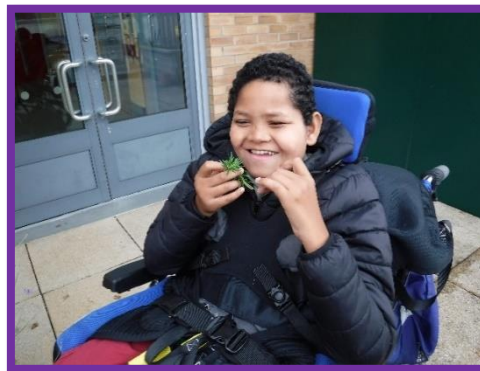
<p>Commence delivery of ITT (Autumn 2020)</p> <p>Recruit trainees for 2021-22, target of 14 trainees</p> <p><b>NQT</b> 2019-20 NQT offer being developed to align with the new Early Career Framework</p> <p>Target of 50 NQTs to register with Castle Hill As the Appropriate Body</p>	<p>10 interviews held and 10 places offered. 7 accepted places and 1 deferred.</p> <p>A draft training plan has been produced (April 2019)</p> <p>7 trainees have started training.</p> <p>Attended virtual DfE Get into Teaching events. (Oct &amp; Nov 2020)</p> <p>5 applications to date</p> <p>3 interviews held</p> <p>3 offers made – 1 confirmed accept</p> <p>The NQT programme has been advertised across the alliance.</p> <p>14 NQTs have registered on the NQT Development programme</p> <p>In addition 45 NQTs have registered with Castle Hill as their Appropriate Body</p>		
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Last reviewed: 11/11/20

# CHIP 2019-20



	This is our final year as an appropriate body due to the changes in teaching landscape. We currently have 35 NQTS registered for 20/21		
<b>Impact:</b> To provide a developed and comprehensive ITT offer			



3. **TS Link Priority: Teaching School School to School Support (S2SS)**

Last reviewed: 11/11/20



# CHIP 2019-20



<b>Success criteria:</b> KPI – Provide at least 30 days of system leader deployment to schools per academic year KPI – At least 90% of support provided is rated good or better To work with ICAT to deliver a programme of CPLD including NPQ's (SEND) To develop and deliver a programme of CPLD for Alliance schools, including RQT, NPQML, NPQSL			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To identify and train 5 new facilitators to deliver the NPQs  Virtual NPQML/SL to be delivered from Spring 2021	Training completed October 2020  Facilitators to be booked and dates agreed for delivery  Training to be advertised – target number of delegates – 9 for each programme	AL  AL  AL	Training records  Course dates  Course evaluations and impact  Bookings/attendance and evaluations.
To become an NPQ assessor with Carnegie	First part of the NPQ assessor training completed (October 2019)  Second part of assessor training booked (January 2020)		
<b>Impact:</b> Effective succession planning			

## 4. TS Link Priority: Teaching School

Last reviewed: 11/11/20

# CHIP 2019-20



Growth of the Teaching School			
Success criteria:			
To engage with changes in the current Teaching School Landscape			
To develop the organisation and engage with the new Teaching School Super Hub for the region			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To actively seek bid opportunities in order to continue to bring funding into the teaching school	Submitted a joint DfE bid to deliver PE training across local schools (submitted Dec 2019) – unsuccessful bid	AL/GF	Outcomes of collaborative working Bid outcomes
	Working in collaboration with WYTA to submit a bid to the DfE to deliver training to local schools on the new PSHE guidance (due 28.1.2020) Successful bid – delivery on hold due to COVID-19	AL AL	
To be actively involved in strategic planning groups for SEND to keep abreast of developments	Submitted bid for Lead School in Behaviour hub project – awaiting outcome The bid was re submitted in November 2020 – awaiting outcome	AL	
	Member of the SSTS Strategic group representing LWY SEND Member of the Yorkshire and Humber Specialist Leaders Steering group  Contact the local hub (Exceed in Bradford) as part of the test and learn		

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<p>To approach the New Teaching School Super Hubs to offer specific SEND support for the region</p> <p>To keep up to date with the application process to become a lead Teaching School Hub</p>	<p>process to find out more about the process of teaching schools hubs and to see how we could support the system</p> <p>COVID -19 – DfE have put the Teaching School Hubs Programme on hold</p> <p>Application to become a Teaching School Hub submitted October 2020</p> <p>Outcome of bid expected January 2021</p>		
<p><b>Impact:</b> Greater contribution to the national agenda</p>			

<p><b>5. Priority: To develop our in-house manual handling resource as a result of our Autumn 2018 Manual handling audit</b></p>
<p><b>Success criteria:</b></p>

# CHIP 2019-20



Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Raised their awareness of the moving and handling policy and associated procedures</p> <p>Sharing MSD statistics with MHA on a quarterly basis</p> <p>Creation and application of handling plan review timetable</p> <p>Creation and application of formal training need strategy</p> <p>Provision of a moving and handling trainer to support the moving and handling needs of school</p>			
<p>Communicate with outside agencies (such as community nursing team, therapists) to raise their awareness of the moving and handling policy</p> <p>Share the moving and handling policy on the school website so that parents are aware of the processes in place</p> <p>Share the hydrotherapy evacuation procedure once completed with the MHA</p> <p>Share MSD statistics with MHA on a quarterly basis</p> <p>Formulation and application of handling plan review system</p>	<p>Raised their awareness of the moving and handling policy and associated procedures</p> <p>Policy to be read, reviewed and signed on an annual basis. To initially be shared Summer term 2019, Summer 2020 Autumn 2020</p> <p>To be added to School website Summer 2019</p> <p>Protocol Complete Hydro Evacuation twilight held 12/02/19</p> <p>Next meeting 15.10.19 Next meeting 20.01.2020 Next meeting 09.12.2020</p> <p>Review of moving and handling plans by Zoe Parker and MHA Handling plan review system designed Spring 2019 Next review 26.06.19</p>	<p>ZP</p>	<p>Guide assessment through planning monitoring process</p> <p>Evidence of shared statistics</p> <p>Evidence of evolving handling plans</p> <p>Evidence of evolving training needs</p> <p>Greater understanding of manual handling procedures and protocol throughout school.</p> <p>Record of advice and guidance provided.</p>

Last reviewed: 11/11/20

# CHIP 2019-20



<p>Formulation and application of formal training needs analysis and document a formal training strategy</p>	<p>Next review 15.10.19 Next review 20.01.2020 Next review to be arranged Summer 2020 Next review December 2020</p> <p>Annual training for all staff who undertake Manual handling Next session planned 5.07.19</p> <p>Manual handling training arranged as soon as possible for new starters New staff training session 08.04.2019 Competency Assessments to be undertaken of small groups of staff on a termly basis by ZP and MHA to observe practise</p> <p>Competency Assessment of Hoisting and Personal care completed for five L.S.A'S 08.02.2019 Competency assessment to be undertaken for E.T.A's 25.06.19 and 16.07.19 Competency assessments to be undertaken for E.T.A's 15.11.19</p> <p>ZP identified member of SLT team to complete training in moving and handling. ZP to attend training course Summer/Autumn 2020 COVID-19 delay Training course Jan 2021</p>	<p>DP</p> <p>ZP</p> <p>ZP</p> <p>ZP</p> <p>ZP</p>	
<p>Complete training of an identified staff member to become a moving and handling trainer to support the moving and handling needs of school</p>	<p>ZP identified member of SLT team to complete training in moving and handling. ZP to attend training course Summer/Autumn 2020 COVID-19 delay Training course Jan 2021</p>	<p>ZP</p>	

Last reviewed: 11/11/20

# CHIP 2019-20



Letter of consent to parents regarding Lifting and handling protocols	Sent Dec 2019	SP	
<b>Impact:</b> Greater understanding and contribution to manual handling procedures and protocol throughout school			



6. Priority: To develop the learning environment

Last reviewed: 11/11/20

# CHIP 2019-20



<b>Success criteria:</b> Development of the Primary Shared Area into a Sensory regulation resource			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Identify and apply learning resources that create opportunities for sensory regulation within the Primary shared space	Consultation with Alistair Macdonald re Sensory Regulation resource Consultation with Katrina Whale (Fundraising and Outreach)	AM/KW	Successful use and application if resource Assessment evidence
<b>Impact:</b> Application of more effective learning resource			



**7. Priority: Development of outdoor play area in Primary 1/2**

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<b>Success criteria:</b>			
To provide permanent/fixed play/ sensory regulation resources in the Primary Department outdoor play areas: P1/2			
<b>Activity</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Review current resource Formulate plans for development Cost plans Consult re finance Estimate funds available and shortfall Fund raise if necessary Consult with Pinnacle (management company) regarding plans and fitting Arrange fitting timetable Assess effectiveness of resources Add mirrors to the Primary retaining wall area to increase opportunities for Intensive Interaction.	Review       Fund-raise       Assess	DP/HJ	Continued consultation with SLT
<b>Impact:</b> Increased opportunities for learning			



## 8. Priority: Residential



# CHIP 2019-20



<b>Success criteria:</b>			
To apply annual residential visits as part of the provision for students in the Sixth Form and upper Secondary			
Residential visits: Malham Tarn summer 2021, Calvert Trust summer 2022			
NB: initial activities will be undertaken during restrictions in line with COVID 19 guidance and therefore, timelines and some actions may not be predictable.			
<b>Activity</b>	<b>Outcomes, progress, timeline</b>	<b>Lead Persons</b>	<b>Monitoring through</b>
Agree a provisional plan for the selection of possible students for summer 2021 residential.	AM to meet with SP then KW June 2020	AM	
Liaise with Malham Tarn Field Studies Centre to establish a provisional booking for Summer Term 2021	Provisional booking made for 14 <sup>th</sup> -16 <sup>th</sup> June 2021	KW	
Establish a target cohort list to offer places to. This will be students suitable for Malham (ie ambulant, relatively robust). Initially aim for students in Sixth Form, then selecting from KS4.	List of up to 10 possible students to be established.	AM/SP/KW	
Establish budget and projected funds available for 2021 visit.	Autumn Term 2020	AM/SP/KW/HO	
	Spring Term 2021	AM	
Approach parents/carers of targeted students for provisional view on accepting a place.	Aut/Spring term	AM/KW/fundraising TLR	
Plan, and begin carrying out fundraising activities involving students. eg mini-enterprise activities such as car washing, cooking, recycling, up-cycling. Staff tuck-shop. Sponsored event?	Spring Term 2021	AM/KW/fundraising TLR	
Discuss with fundraising TLR and agree fundraising plan	Spring Term 2021	AM	

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<p>Carry out planning for visit including:          site visit (if necessary)          draft plan for activities          draft risk assessments          presentation for parents          information for governors          Presentation for parents/carers to          provide more information. Get          confirmation from families on places          for Residential and their confirmation          that they are prepared to make          contribution.          Continue and develop fundraising          activities</p>	<p>Spring/Summer Term 2021</p> <p>Summer Term 2021          Summer Term 2021 (provisionally 14<sup>th</sup> –          16<sup>th</sup> June)</p> <p>Initially Spring 2021, reviewed and          updated following residential.          Completed Summer 2021</p>	<p>AM</p> <p>AM/KW/fundraising          TLR          AM          AM/KW</p>	
<p>Plan and run preparatory sessions for          students.          Carry out residential (Summer 2021)</p>	<p>Spring 2021</p>	<p>AM</p>	
<p>Review residential, include discussion          on changes that will be required for          future.</p>	<p>Spring 2021</p>	<p>AM</p>	
<p>Develop a rationale for future          residential visits – including          considerations of the type of centre to          be used, given increasing complexities          of students.          Build residential visits into Sixth Form          curriculum pathways.</p>	<p>Spring/Summer 2022</p>	<p>AM/SP/HO</p>	

# CHIP 2019-20



<p>Have budgetary commitment built into school's annual financial planning. Plan for and carry out Residential visit to The Calvert Trust.</p>			
<p><b>Impact:</b> Students selected for Summer 2021 residential. Students, staff and families involved in preparation for residential. Successful residential trip takes place Summer 2021. Plan for future residentials in place including fundraising plans and budget commitments, timeline for preparation, rationale for residentials, links to Sixth Form Curriculum.</p>			



Last reviewed: 11/11/20

# CHIP 2019-20



<b>9. Priority:</b> Research and preparation for Discovery Centre build to increase school capacity.			
<b>Success criteria:</b> New build for students to access sensory regulation activities separate from the school building, ensuring capacity within school is increased.			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Identify land for development	Autumn Spring 2020/21	SP, NR	Continued consultation with ICAT
Consult with owners	Autumn Spring 2020/21	NR	
Consult with Head of Service re funding	Autumn Spring 2020/21	SP, NR	
Consult in community and Kirklees re funding		SP, NR. KW	
Consult with Architect			
Consult re planning permission			
Consult re costing			
Formulate full plan and begin tender process			
Apply			
<b>Impact:</b> Increased opportunities for learning in school and in the community			

## Behaviour and attitudes

1. Priority: UNICEF Gold Rights Respecting Schools Award.

### Success criteria:

When the school community achieved the Unicef Gold Rights Respecting Schools Award and has fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands.

Embed child rights in the school will be deeper and wider so that the values and principles of the Convention on the Rights of the Child are fully embedded into the whole school's practice.

Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p>Review your Steering Group</p> <p>Are you effectively embedding rights across the school and into the community?</p> <p>The Steering Group should know that the Gold Strand and Outcome Descriptors are different from the Silver Strand and Outcome Descriptors.</p>	<p>Meetings of SMSC Working Party to discuss ways forward</p> <p>17/10/19</p> <p>20/01/20</p> <p>Rata of Class inputs to School briefings and displays</p> <p>2019-2020 Oct Nov Dec Jan Feb</p> <p>COVID delay</p>	<p>DP</p> <p>DP</p>	<p>Collation of actions completed by each class to embed RRSA strands</p>

# CHIP 2019-20



<p>Ensure the Award is an ongoing item of staff, council and governor meetings</p> <p>Plan your RRSA journey to Gold with your Steering Group</p> <p>Identify evidence to meet the Gold Strand and Outcome Descriptors</p> <p>Measure your impact</p> <p>Complete the School Questionnaire Summary spreadsheet</p> <p>Complete the School Evaluation: Gold form</p> <p>Prepare a programme for the Gold accreditation visit</p>	<p>Rescheduled to 2020-21 Oct Nov Dec Jan Feb Mar Apr May Jun</p> <p>Establish a class/school mascot</p> <p>Inform families through Newsletters Autumn Spring Summer</p>	<p>DP</p>	
<p><b>Impact:</b> Enhancement and development of rights and wellbeing</p>			

# CHIP 2019-20



2. Priority: SMSC			
Success criteria			
Deeper understanding and embedding of SMSC throughout the whole school's policies, practice and ethos.			
To recognise the work of the pupils and staff in areas of SMSC through the achievement of the Gold Quality Standards Mark			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To review the SMSC policy in light of the Bronze Award	<p>MI amended the SMSC policy and emailed to the Working Party for comments</p> <p>MI to respond to comments and submit for ratification spring 2020</p> <p>Review Autumn 2019</p>	MI / SMSC WP	<p>Updated Policy</p> <p>Learning walk and questioning</p>
Review curriculum provision in light of the forthcoming statutory guidance on relationships education, relationships and sex education and health education	<p>Application spring 2020 in consultation with stakeholders</p> <p>5<sup>th</sup> February attended the Kirklees RSHE schools group. Upcoming Kirklees RSHE schools group meetings cancelled. COVID-19 delay</p>	<p>DP/PH/AM</p> <p>PH</p>	<p>Learning walk and questioning</p> <p>Updated Policy</p> <p>Updated Curriculum Guides</p> <p>Meeting notes</p>

Last reviewed: 11/11/20

# CHIP 2019-20



<p>Reflect diversity through phase-based displays</p> <p>Consider ways to further improve the contribution of the School Council, which could include closer liaison with Governors, enhancing enterprise</p>	<p>5<sup>th</sup> March 2020 RSHE stakeholders' consultation meeting</p> <p>Additional RSHE stakeholders' consultation meeting to allow for COVID-19 interruption and new families' input set for 23/11/20</p> <p>Spring term 2020</p> <p>Autumn term 2020</p> <p>School Council to be involved in designing the new UNICEF mascot and to be involved in more learning walks, eg in collaboration with the governor for SMSC COVID-19 delay</p> <p>Audit of need</p>	<p>PH/DP/SM</p> <p>MI / SMSC WP</p> <p>KD: Mascot naming activity planned (Covid 19). Learning walk carried out with Basic Skills Assessor 11.03.20</p> <p>MI</p>	<p>Meeting records</p> <p>Learning walk and questioning</p> <p>Assessment of projects, links and learning walks</p>
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Last reviewed: 11/11/20



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<p>activities and learning walks to review provision</p> <p>To fulfil SMSC Gold Quality Mark requirements</p> <p>To provide parent/carer wellbeing coffee mornings, with information on SMSC to share plans and successes COVID-19 delay</p> <p>To produce a calendar of events to celebrate SMSC, including dates of religious significance, charity dates and special weeks within school e.g. science week</p>	<p>Action plan created against audit</p> <p>Carry out action plan</p> <p>Planning autumn 2019</p> <p>Parent/carer coffee mornings spring and summer 2020</p> <p>Plan autumn 2019</p> <p>Launch spring 2020 (MI will be launching the calendar w/b 20/01/20)</p> <p>SMSC LSA training 16/01/2020</p>	<p>MI</p> <p>MI</p> <p>MI</p>	<p>Achievement of SMSC Gold Quality Mark</p> <p>Record of coffee morning dates</p> <p>Calendar of events</p>
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# CHIP 2019-20

To deliver training on SMSC to Lunchtime Support Assistants to broaden awareness and enhance knowledge

Record of training

**Impact:** For SMSC to be understood, valued, recognised by the whole school community, including governors and parents/carers



Last reviewed: 11/11/20

# CHIP 2019-20



3. Priority: Pupil Premium development			
Success criteria:			
Application of Pupil Premium Plan for change			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Complete PP review	10/20	AL	Review outcomes
Creation of action plan for change	Before 12/20	SB	Application of plan
Application of plan for change	Before 2/21	SB	Assessment of plan
Assessment of plan			
Assessment outcomes (School Assessment Report)	Summer 2021	DP/PH/SB/SP	Learning stories/Assessment
Pupil Premium review	Autumn 2021	DP/PH/SB/SP	
	Autumn 2021	AL	
<b>Impact:</b> Improved Pupil Premium Offer			

Last reviewed: 11/11/20

# CHIP 2019-20



4. Priority: Fundraising Development of outdoor play area in Primary 1/2			
Success criteria: To raise funds for accessible outdoor play equipment			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
To relaunch the fundraising working party	Autumn 2020 Fundraising Working Party meetings	HJ	Minutes of meetings
To complete an action plan with calendar of events	Termly action plan created outlining events and fundraising goals	HJ and fundraising wp.	Calendar of events
To investigate grants available to further support fundraising efforts	Spring 2020 Feedback to Fundraising Working Party	HJ and fundraising wp.	Fundraising goal tracker
To raise the amount (£) for accessible outdoor playground equipment			
<b>Impact:</b> Enhanced outdoor learning			



Last reviewed: 11/11/20

5. Priority: Specialist sensory transition resource			
Success criteria: Application of specialist sensory resource to ensure short and long term transitions are supported			
Activity	Review	Lead Persons	Monitoring through
<p>Deliver staff training session on 'Bag about Me' communication bags</p> <p>Agree/apply content protocol</p> <p>Inform, share and discuss 'Bag about Me' communication bags with parents</p> <p>Produce a 'Bag About Me' for each sensory student within the school</p> <p>Monitor use and evaluate success of 'Bag about Me' communication bags at the end of the transition period</p>	<p>Raised awareness of 'Bag about Me' communication bags with teaching and support staff Twilight training session planned for 10.02.2020</p> <p>Raised awareness of 'Bag about Me' communication bags with parents Letter to be sent to parents June 2020 COVID-19 delay</p> <p>Support staff to make a "Bag About Me" for students in Sixth Form Secondary Primary EYFS COVID-19 delay</p> <p>Review with staff how often the bags were used and how they helped transition. Autumn 2020 (Autumn 2021)</p>	ZP	Transition assessment
<b>Impact:</b> Developed short and long term transitions			

6. Priority: Promote wellbeing within the parent/carer community			
Success criteria:			
Parental attendance at group activities (virtual and actual) to promote community cohesion and wellbeing			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
Parent questionnaire to understand need	Autumn 20-21	KW	Outcomes
Meeting with Sian Smith from S2R (11/11/20) to discuss offer of creative wellbeing sessions	Autumn 20-21	KW	Comments
Offer of virtual workshops	Spring 20-21		Questionnaires
Offer of actual workshops	Summer 20-21		Meeting notes
<b>Impact:</b> Improved community wellbeing having a positive impact on student education			

# CHIP 2019-20



7. Priority: Safeguarding QS			
Success criteria: Complete NSPCC safeguarding consultancy package (gold)			
Activity	Outcomes, progress, timeline	Lead Persons	Monitoring through
<p><b>Bronze</b>                      Health check of your safeguarding policy, code of conduct and procedure for managing allegations.                      Written commentary on your status.                      Up to two hours of telephone support with one of our education consultants.</p> <p><b>Silver</b>                      Everything in the Bronze package.                      Safer recruitment health check.                      Site visit by our Senior education consultant.                      Review and evaluation of your systems and procedures for managing child protection concerns.                      Rewriting or development of policies as needed.                      Follow-up brief.</p> <p><b>Gold</b>                      Everything in the Silver package.                      Face-to-face planning session.                      Review of the single central record.                      Curriculum mapping to embed safeguarding.                      Four hours of telephone or email mentoring for your Designated Safeguarding Lead (DSL).                      Written report with recommendations.                      Follow-up within six months.</p>	<p>Arrange and prepare for audit to take place Spring/Summer 2021</p> <p>DSL's to be involved in the NSPCC audit and to apply any recommendation from Kirklees Safeguarding Board audit                      December 2020</p>	<p>SM, SP, ZP,                      DP, KD</p>	<p>QS outcome</p>
<p><b>Impact:</b> Whole school understanding of the curriculum and curriculum development leading to more effective teaching and learning</p>			

Last reviewed: 11/11/20

# CHIP 2019-20



Last reviewed: 11/11/20